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**A thesis entitled: "TEACHING AND LEARNING RECOUNT TEXT  
WRITING THROUGH ACTION FEELINGS SETTING STRATEGY AT THE  
SECOND SEMESTER OF THE EIGHTH GRADE OF SMP N 1 SEMAKA  
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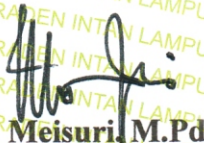
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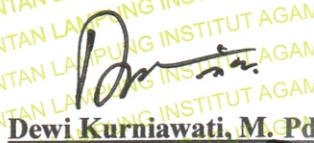
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**TEACHING AND LEARNING RECOUNT TEXT WRITING THROUGH  
ACTION FEELINGS SETTING (A-F-S) STRATEGY  
AT THE SECOND SEMESTER OF THE EIGHTH GRADE  
OF SMP NEGERI 1 SEMAKA TANGGAMUS  
IN THE ACADEMIC YEAR OF 2015/2016**



Submitted as a Partial Fulfillment of the Requirements for Seminar

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is an important device and a very beneficial means for human being to communicate with other people. By using language, people can talk and understand each other. English is an important language in this world because english has become international language in getting knowledge resources. In many sides, such as in education, economic, politic and trade almost of them use English. Harmer says,” a language function is a purpose you wish to achieve when you say or write something.”<sup>1</sup> English has big role for human being especially to face modern life in globalization era.

One of the language which is taught in Indonesia is English. According Harmer, language is used widely for communication between people who do not share the same first (or even second) language.<sup>2</sup> English has an essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country.

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<sup>1</sup> Jeremy Harmer, *How to Teach English*, Edinburgh Gate, Longman, 2007, p.76

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Edinburgh Gate, Longman, 2007, p.13



English has four language skills and one of them is writing skill. It is useful in life side such as in writing an application letter, it needs special skill in writing, in order to get the written will be good. Besides that, good writers who master writing well can become good professions in their jobs for example a novelist, a journalist and a book author. Although writing is very useful for human being, but it is very difficult to be thought and mastered especially for students, because there are many aspects in writing should be understood by the students.

Writing is complex language skill. In writing , the students have able to elaborate the topic based on the certain idea, prove a statement, describe an object, expose a new truth of a certain fact an object and persuade those readers to take a certain course of action, feelings and setting. Beside that there are many kinds of writing text, narrative, descriptive, expository, persuasive, and recount text that must be mastered by the students. In this research, the researcher was focus on recount text. Recount text is a text story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. Recount always deals with some problems which lead to retell the story that happens in the past such as the adventure in camping, going to picnic, etc<sup>3</sup>. Pardiyoono says that recount information about various event or activities that have been carried out.<sup>4</sup>

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<sup>3</sup>Th.M.Sudarwati.*Look Ahead,for senior high school VIII*.2007.Erlangga.p .30

<sup>4</sup> Pardiyoono, *Pasti Bisa Teaching Genre Based Speaking Metode Pengajaran Speaking Berbasis Sentence Acquisition and Genre*, Penerbit Andi, 2009,p.120



Based on the preliminary research conducted at SMP Negeri 1 Semaka Tanggamus, the researcher found that teaching and learning recount text writing through AFS strategy has been applied in that school. AFS Strategy is Action Feelings Setting Strategy. According to Peha, Action Feelings Setting as a strategy of teaching writing is “create an effective description of any scene”.<sup>5</sup> It means that Action Feelings Setting Strategy is the strategy to write some text by representing every scene in action. Action is describing what was going on, feelings are describing about how people felt, and Setting is describing about where and when the event took place.

Based on previous research has been done by Rahmawati that, there is significant influence of using Action Feelings Setting (AFS) Strategy towards students' recount paragraph writing ability. It is showed by result of  $t_{\text{test}}$  where  $t_{\text{observed}} > t_{\text{critical}}$ , that is  $2.407 > 1.6669$  for level of significance 0.05. this also indicates that the alternative hypothesis ( $H_a$ ) is accepted. In other words, AFS Strategy has a significant influence on the students' recount paragraph writing ability at the eighth grade of MTS Ma'arif NU 14 Sidorejo East Lampung.

AFS is a good strategy for teach writing, but the students' writing ability in SMP Negeri 1 Semaka Tanggamus is still low, it means that teaching learning process by using AFS strategy is not satisfy enough.

From the result of interview, the researcher found that the most of the students at eighth grade of SMP Negeri 1 Semaka Tanggamus still found difficulties in writing recount text. The students could not write things, places, and a person in detail because they do not have any idea when they are asked to write them. They were lazy

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<sup>5</sup>Seve Peha, *The Writing Teacher's Strategy Guide*, Available at: <http://www.ttms.org.2003>,p.122



and bored if the teacher asked them to write about something. There are many students are lack of motivation in writing. Besides that, some of them did not know what they should write. The other problems which also emerged are choosing the topic, arranging text and using of vocabulary. Besides that, they were difficult to express their memoriam about something that they wanted to write. They did not have enough self confidence to make their own sentence.<sup>6</sup>

**Table 1**  
**The Students' Score of Recount Text Writing Test at the Second semester of SMP N 1 Semaka Tanggamus 2016**

No	Score	The Number Of Students	Percentage
1	$\geq 75$	66	32.84
2	$< 75$	135	67.16
	<b>Total</b>	<b>201</b>	<b>100%</b>

*Source : Teacher's Document of The English Writing Score of Eighth Grade of The Smp Negeri 1 Semaka Tanggamus*

Based on the table above, the total number of students in the failed category is higher than in the passed category. There are 201 students in failed category (67.16%) and students in passed category (32.84%). It can be inferred that the achievement of the students in learning recount paragraph is relatively low because the criteria of minimum mastery (KKM) in SMP Negeri 1 Semaka Tanggamus is 75.<sup>7</sup> The teacher said that the most difficult aspect in teaching English to the students was recount text. She also said that the students felt difficult to get idea and ability to make recount text writing.

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<sup>6</sup> Interview to the English teacher of SMP Negeri 1 semaka Tanggamus, *Mrs.Hikmah, S.Pd* on april 20<sup>th</sup>2015

<sup>7</sup> By doing preliminary research in *SMP Negeri 1 Semaka, Tanggamus* on april 20<sup>th</sup>2015



From the result of interview and on the explanation mentioned above, the researcher conducted a research entitled “ Teaching And Learning Recount Text Writing through Action Feelings Setting (A-F-S) Strategy at the Second Semester of the Eighth Grade of SMP Negeri 1 Semaka Tanggamus in the Academic Year Of 2015/2016.”

### **B. Identification of the Problem**

1. The students were difficult in learning recount text
2. The Action Feelings Setting strategy used by teacher was not optimal in applied

### **C. Limitation of the Problem**

In this research, the researcher limited the problems of the research to make more focused in junior high school, there are many interesting strategy to study, but the researcher only focused on the use of Action Feelings Setting strategy to teach recount text at the second semester of the eighth grade students at SMP Negeri 1 Semaka Tanggamus.

### **D. Formulation of the Problem**

In this research, the researcher formulated the problem as follows:

1. How was the process of teaching and learning recount text through AFS at the eighth grade students of SMP Negeri 1 Semaka?
2. What were the teacher's problems in the process of teaching recount text through AFS at eighth grade students of SMP Negeri 1 Semaka?

3. What were the students' problems in the process of learning recount text through AFS?

#### **E. Objective of the research**

1. To know and describe of teaching and learning recount text through AFS
2. To know teacher's problem in teaching recount text through AFS
3. To know the students' problems in learning recount text through AFS

#### **F. Uses of the research**

The researcher expects that there were some uses of the research as follows :

1. For the students

By using action feelings setting, it is hoped that the students are more interested and motivated in learning English, so that their English recount text writing will be developed and it will give positive effect on their English achievement.

2. For the teacher

By using action feelings setting the teacher can improve his/her creativity in teaching process, so that the goal of learning can be achieved.

3. For the school

It is expected that this research can provide useful input in improving the quality of learning in the school.



### **G. Scope of the Research**

This researcher divided the scope of the writer into four parts, they are:

1. Subject of the research

The subjects of the research were teacher and students at the Second semester of the eighth grade at SMP Negeri 1 Semaka Tanggamus.

2. Object of the research

The object of research was teaching recount text through action feelings setting (AFS) strategy

3. Time of the research

The research was conducted at the Second semester in the Academic Year Of 2015/2016

4. Place of the research

The research was conducted at SMP Negeri 1 Semaka Tanggamus.

## CHAPTER II REVIEW OF LITERATURE

### A. Concept of Teaching and Learning English

#### 1. Concept of Teaching English

Teaching means to give (someone) knowledge or to instruct or to train (someone).<sup>1</sup>

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>2</sup> It means that to show or helping somebody how to do or understand something or to change somebody's ideas. Based on the explanation above the researcher concluded that teaching was a process of transferring knowledge from the teacher to the students or to give somebody knowledge and understand about something by using some creative ways in transferring the knowledge. As we know that teaching is a process of transferring knowledge from the teacher to the students, so as the teacher need to know what should be done in teaching process the student as learner will be easy in learning English. Besides, by having practice the students'

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (Ukraina: Longman, 2001), p.56

<sup>2</sup> H Douglas Brown, *Principles of Language Learning and Teaching*. (United States of America: Pearson Education Inc All Nghcs Reserved,2006), p.8



English comprehension can develop. Thus, teaching English will be success in teaching process, English is taught as language of comprehension rather than as literary language.<sup>3</sup> Therefore, by having practice tasks continuously, when students do more practice continuously as a behavior so that can increase students' comprehension ability and finally the teacher will reach the goal in teaching English. There are some points which are included into the goal of teaching English, as follows:

1. To enable students to understand spoken or written language.
2. To enable students to speak simple English correct language.
3. To enable the students to write the language properly.
4. To enable the students to read the language with ease.<sup>4</sup>

From the point above, it could be concluded that the goal of teaching English is the students can understand spoken or written language, simple speaking correctly, writing properly and then enable to reading easily.

From the definition above, the researcher assumed that teaching English is the way to transfer knowledge from the teacher to the students by giving, guiding, facilitating students. Besides, more practice to get a comprehension and a responsibility on the truth from the materials are some important points in teaching English to achieve the goals in teaching English itself.

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<sup>3</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Sunrice: Jaipur, 2008), p.2

<sup>4</sup> *Ibid*, p.53

## 2. Concept of Learning English

Learning can be defined as the way through which the art of using skill and practice is given to learn.<sup>5</sup> In addition Brown says that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>6</sup> Based on theories above, learning is the way through which the art of using skill and practice is given to acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. In other words, there are some skills that should be mastered by students as the learner. As we know English has some skills, such as listening, speaking, reading, and writing. Therefore, success in learning English by study, experience or instruction will be realized if the students are able to be mastered in all skills by doing more practice in the learning process.

In the learning process, practice has an important role, in this case learning a language means forming a habit of using language.<sup>7</sup> Forming a habit here is not only to practice students' personality but also to change students' behavior. This change occurs as a consequence of experience in some specific situations. The change brought about by developing a new skill, understanding a scientific law, changing attitude. The change is not merely incidental or natural in the way the human appearance changes as people

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<sup>5</sup> M.F. Patel and Praveen M Jain, *Op.Cit*, p. 36

<sup>6</sup> H Douglas Brown, *Op.Cit*, p. 18

<sup>7</sup> M.F. Patel and Praveen M Jain. *Op.Cit*, p. 46



get older. Learning is relatively permanent change, usually brought about incidentally.

Based on the explanation above, the researcher concluded that learning is the students way through which the art of using skill and practice is given to acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction that the teacher gives to them. In addition, teaching English should be put as the first priority to achieve the goal of teaching English, there should be skillful creative, and innovative teachers. These teachers surely need media and interesting strategies or which can support them in achieving the goal. One thing that the teachers need the most in teaching is an interesting strategy because it plays an important role in teaching learning process. In addition, the teaching strategies are suggested to be interesting and appropriate for students as well.

## **B. Concept of Writing**

### **1. Definition of Writing**

Writing is a psychological activity of the language user to put information in the writing text.<sup>8</sup> The written productive language skill is called writing. It is skill of a writer to communicate information to a reader or group of readers. Her or his skill is

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<sup>8</sup> Sanggam Siahaan, *Issues In Linguistics*, Yogyakarta, Graha Ilmu, 2008, p.215

also realized by his or her ability to apply the rules of the language s/he is writing to transfer information s/he has in her or his mind to her or his readers(s) effectively.<sup>9</sup>

Writing is a process of communication which uses conventional; graphic system to convey a message to reader. For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.<sup>10</sup>

Writing is often characterized as a hierarchically organized goal directed problem solving process. In writing consist of four main processes in writing they are planning, writing, editing and reviewing.<sup>11</sup> In writing skill have shown that an instruction in each of these activities leads to better performance. To write a story or paragraph well must use stages from planning through writing and editing to reviewing.

Based on the theories above, the researcher can conclude that the definition of writing is one of process to expression their ideas, experience, thoughts and feelings through writing.

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<sup>9</sup>Sanggam Siahaan, *The English Paragraph*, Yogyakarta, Graha Ilmu, 2007, p.2

<sup>10</sup> Sanggam Siahaan, *Generic Text Structure*, First Edition, Yogyakarta, Graha Ilmu, 2008, p.3

<sup>11</sup> James Hartley, *Academic Writing and Publishing*, First Edition, Routledge, London, 2008, p.10-11.



### C. Writing process

In writing that a process of course, writing it is said consisted four stages in writing process they are:

#### 1. Planning

Plan what they are going to write. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

#### 2. Drafting

The first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

#### 3. Editing ( Reflecting and Revising)

The writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

#### 4. Final Version

The writers is now ready to send the written text to its intended audience.<sup>12</sup>

### D. Evaluation of Students' Writing

The evaluation student writing based on Christopher Tribble's as follows:

#### 1. Content

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<sup>12</sup>Jeremy Harmer, *How to Teach Writing*, Malaysia, Pearson Longman ,2007,p.4-5

2. Organization
3. Vocabulary
4. Language
5. Mechanics.<sup>13</sup>

### E. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.<sup>14</sup> It means that text is a number of words to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.<sup>15</sup> Futher, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.<sup>16</sup> It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

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<sup>13</sup> Christopher Tribble's ,*Writing*, Oxford University Press, New York, 1996,p.130

<sup>14</sup> Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: Mackmillan, 1997), p.1

<sup>15</sup> Ken Hayland, *Teaching and Researching Writing* (2nd ed) (Edinburgh Gate: Pearson, 2009), p.8.

<sup>16</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd,2005), p.29.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.<sup>17</sup>

According to Emilia that a text has texture and good characteristic<sup>18</sup>, as follow:

### 1. Coherence

Coherence refers to a group clauses or sentences relate with the context.

Coherence divided into situational coherence and generic coherence.

Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

### 2. Cohesion

Cohesion refers to how the writer relates each part from the text.

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

## F. Kinds of Text

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for students of Junior High School involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching of writing to students.

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<sup>17</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* ( Yogyakarta: Graha Ilmu, 2008), p.3.

<sup>18</sup> Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p.8.

Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. The examples genre of the texts are:<sup>19</sup>

### 1. Spoof Text

Spoof text is to retell on event with a humorous twist.

#### a. Generic (schematic) structure:

1. Orientation: sets the scene.
2. Event (s): tell what happened.
3. Twist: provides the “punchline”.

#### b. Significant lexicogrammatical features:

1. Focus on individual participants.
2. Use of material processes.
3. Circumstances of time and place.
4. Use past tense.

### 2. Recounts Text

Recount text is to retell events for purpose of informing or entertaining.

#### a. Generic structure:

1. Orientation: provides the setting and introduce participants.
2. Events: tell what happened, in what sequence.
3. Re-orientation: optional- closure of events.

#### b. Significant lexicogrammatical features:

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<sup>19</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodean Educational Enterprises (AEE), 1994), pp. 192-204.



1. Focus on specific participants.
2. Use of material processes.
3. Use past tense.
4. Focus on temporal sequence.

### 3. Report text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment.

#### a. Generic structure:

1. General classification: tells what the phenomenon under discussion.
2. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

#### b. Significant lexicogrammatical features:

1. Focus on generic participants.
2. Use of relational processes to states what is and that which it is.
3. Use simple present tense.
4. No temporal sequence.

### 4. Analytical exposition text

Analytical exposition text is to persuade the reader or listener that something is the case.

#### a. Generic structure:

1. Thesis: position (introduce topic and indicates writer's position) and preview (outlines the main arguments to be presented).
2. Arguments: point (restates main argument outlined in preview) and elaboration (develops and supports each point/argument)
3. Reiteration: restates writer's position.
- b. Significant lexicogrammatical features:
  1. Focus on generic human and non-human participants.
  2. Use simple present tense.
  3. Use of relational processes.
  4. Use internal conjunction to stage argument.
  5. Reasoning through causal conjunction or nominalization.

#### 5. Narrative text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution.

- a. Generic structure:
  1. Orientation: sets the scene and introduces the participants.
  2. Evaluation: a stepping back to evaluate the plight.
  3. Complication: a crisis arises.
  4. Resolution: the crisis is resolved, for better or for worse.
  5. Re-orientation: optional.
- b. Significant lexicogrammatical features:

1. Focus on specific and usually individualized participants.
2. Use of material processes.
3. Use of relational processes and mental processes.
4. Use past tense.

Based on those explanations, it can be concluded that there are many kinds of text such as spoof text, recount text, report text, analytical exposition text, and narrative text. The kinds of the text those must be mastered by the students in writing for increase the students writing ability. In this research, the write only focuses in recount text as the form of writing that will be investigated because this kind of writing form is concluded as the material should be learned by the students for the eighth grade. Moreover, the students have already learned about it, so that the writer will be easier to find out the influence of using guided questions toward students' recount text writing ability.

#### **G. Concept of Recount Text Writing**

Writing is a process of creating experience into a written form which includes introduction, body and conclusion. It is an activity that presents a chronological order of events within each. There are many types of writing text, such as descriptive, narrative, recount, and procedure. Therefore, this research focus on recount text.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.<sup>20</sup> Meanwhile, a recount text is a paragraph story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in different ways. Gerot and Wignell add that recount is retells an event, tend use past tense, material process, and particular participants.<sup>21</sup> Bachtiar also adds that recount is a text tells the reader a past event. It usually focuses on a person's past experience.<sup>22</sup> It means that recount is a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

According to Christie and Derewianka, the purpose of 'telling what happened', for example, is typically realized in a recount genre which has a characteristic structure of Orientation ^Events ^(Re orientation).<sup>23</sup> In line with Christie and Derewianka, Bachtiar and Cicik say that a recount text has three elements: orientation or setting, events and re-orientation or concluding statement of the story. The orientation tells the readers who was involved in the story, what happened, where the story took place, and when it happened. Desmal *et.al.*, also support that, in orientation is a introductory

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<sup>20</sup> Pardiyo, *PASTI BISA Teaching Genre-Based Writing*, (Yogyakarta: ANDI, 2007), p.116.

<sup>21</sup> Linda Gerot and Peter Wignell, *Op. Cit*, p. 190.

<sup>22</sup> Bachtiar Bima Mustriana and Cicik Kurniawati, *Let's Talk* (Bandung: Pakar Raya Pakarnya Pustaka, 2007), p.48.

<sup>23</sup> Frances Christie and Beverly Derewianka, *School Discourse Learning to Write Across the Years of Schooling* (New York: British Library, 2008), p.7.



paragraph giving background information about who, what, where, and when (but these are not always stated explicitly).<sup>24</sup> The events tell the sequence of events, these are described in order. The re-orientation summarizes the event.<sup>25</sup> Meanwhile there are some language features of recount such as:<sup>26</sup>

1. Proper nouns to identify those involved ( specific participants)
2. First person pronouns (I, we, me) are used to highlight the personal nature of the recount.
3. Use the past tense to describe past events.
4. Time adverbials are used to connect events chronologically e.g. *in 1932, the next day.*
5. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.

Based on those explanations, the writer concludes that recount text is one of the text that tell about the past events or experiences which have purpose of informing or entertaining. Recount text always uses simple past tense. The generic structures of recount text are orientation, events, and re-orientation.

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<sup>24</sup> Desmal, *et.al.*, *English 1*, (Jakarta: Bumi Aksara, 2008), p.180.

<sup>25</sup> Bachtiar and Cicik, *Loc.Cit.*.

<sup>26</sup> Desmal, *et.al.*, *Loc. Cit.*

## H. Concept of Action Feelings Setting

### 1. Definition of Action Feelings Setting

David says in Winas' books, "strategy is a plan, method, or series of activities designed to achieve a particular educational goal".<sup>27</sup> Based on this definition, strategy is a plan to operate the system to reach the goals. Strategy also can be defined as a skill to manage an event. It is a plan to reach the goal through the learning process. According to Siahaan, "students who are taught with a strategy are more highly motivated than those who are not and can be lead to more effective learning."<sup>28</sup> Moreover, Siahaan says, "teachers are always motivated to select a certain strategy that evidently effects to change the students behavior".<sup>29</sup> In teaching and learning, the strategy is very urgent to simplify learning English process. Then, Action Feelings Settings Strategy is one of strategy in teaching writing process. Bellow is definition of Action Feeling Setting Strategy.

- a) **Action** there's something important happening in this scene. If there wasn't, you wouldn't be writing about it. Your readers are following the action closely. You need to describe the action simply and completely, so people will

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<sup>27</sup> Wina Sanjaya, *Strategy Pembelajaran Berorientasi Standar Proses Pendidikan*, (cetakan ke 8), Jakarta, Kencana, 2006,p.126

<sup>28</sup> Sanggam Siahaan, *Issues In Linguistics*, Yogyakarta, Graha Ilmu, 2008,p.221

<sup>29</sup> Sanggam Siahaan, *ibid*,p.220

know what's going on.<sup>30</sup> Based on the definition, the researcher concludes that action is process of doing something by using energy.

**b) Feelings** describe the feelings of the important people in this scene. Tell what they are feelings and why they feel that way. Don't forget to describe your feeling.<sup>31</sup> According to Suryabrata in his book *Psikologi Pendidikan* usually a feeling defined as psychological symptoms that are subjective, generally associated with symptoms to know and be experienced in happy or not happy in various level. In the generally, feeling pertinent with the function of knowing; meaning feelings can arise due to observe, perceive, imagining, remembering or thinking about something.<sup>32</sup> Based on the definition above, the researcher concludes that feeling is the nature sense of every person to felt something.

**c) Setting** tells where and when this is taking place. Also, include a detail or two that tells something interesting about what led up to this situation.<sup>33</sup> Based on the definition above, the researcher concludes that setting is the background of situation where or when the situation was set.

Based on the theory above, the researcher concludes that AFS strategy is the strategy to write some paragraph by presented every scene in action, action was describing

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<sup>30</sup> Steve Peha, *The Writing Teacher's Strategy Guide*, 2003, p.52

<sup>31</sup> *Ibid*, p.53

<sup>32</sup> Drs. Sumadi Suryabrata, *Psikologi Pendidikan*, Jakarta, PT Raja Grafindo Persada, 2007,

p.66

<sup>33</sup> Steve Peha, *Op cit*, p.53

what was going on, feelings was describing about how the people felt, and settings was describing about where and when the event taking place.

## 2. Procedure of Action Feelings Setting Strategy

- a. Start with a picture of yourself doing something. Draw or make a picture in your mind. What are you doing? How do you feel? Where are you?

Action : I'm opening a present. I saved this one for last because I think it's the one I wanted most.

Feelings : I'm excited because it looks like the game console I wanted.

Setting : it's Christmas morning. There's torn paper all over the living room. My whole family is watching.

- b. Improving the action with the idea and detail. Put the "action" on the left. On the right, add details in a bullet list.

### IDEA

### DETAILS

I'm opening a present

\* Struggle with the ribbon

\* Rip into the paper

\* Look for words on the box



- c. Use the tell show to “show” your feelings. To show your feelings, instead of telling about them, describe how you looked at the time.

## TELL

I’m excited

## SHOW

\* My hands are shaking.

\*My hearts is pounding

\* I start to sweat

- d. Put it all together. Use your pre-writing to get started. Make changes. Move thing around. Leave things out. Add new stuff. Make it sound great

Christmas morning. Paper all over the living room. My family watching me as I unwrap my last present. It’s the game cosole I asked for.

My hands shake as I struggle with the ribbon. My heart is pounding. I rip into the paper and look frantically for words on the box. Nothing. I start to sweat. It’s a plain white box. Oh no! it’s a sweater.<sup>34</sup>

According to steve there are three variations to write, they are:

- Action – Feelings – Setting
- Setting – Action – Feelings
- Feelings – Setting – Action<sup>35</sup>

<sup>34</sup> Steve Peha, *Teaching That Makes Sense*, 2005,p.9

<sup>35</sup> Steve Peha, *The Writing Teacher’s Strategy Guide*,2003, p.55

From the statement above can concluded that there are three variations to write a paragraph. It means that the students can write recount paragraph through Action Feelings Settings strategy not only start from Action Feelings Settings, but also they able to write a paragraph start from Settings Action Feelings or Feeling Settings Action.

### **3. Strengths and Weaknesses of Action Feelings Settings**

#### **a) Strength**

(1) The reader think it has something to do with how readers relate to writers. If the reader read your writing the reader may not be able to fully understand your experiences because he or she life has been different. But if you say you felt embarrassed or scared or excited about something. The reader know exactly what you mean because the reader have had those feelings.

(2) The readers or the writers already know words like ‘‘happy’’ and ‘‘sad’’ and ‘‘angry’’, so look for other synonyms and learn more about what those words mean.

(3) On the ‘‘show’’ side, think of ways to describe yourself so your readers will know how you feel without actually having to tell them.

(4) The action was detail

(5) AFS can be called ‘‘mini story’’.<sup>36</sup>

#### **b) Weakness**

This is different from how are normally think about the setting. Usually, we think of the setting as simply time and place, when the story happened and where. We still need that information but we need bit more.<sup>37</sup>

### **I. Developing the Action Feelings Setting Strategy**

The students can write recount paragraph easier through the Action Feelings Settings Strategy, because in this strategy the ideas and the topic at the sentence in a paragraph will be discussed more specific. By using Actio Feelings Settings Strategy the students can express their ideas in writing recount paragraph more enjoyable, so this strategy can solve the students problem in writing recount paragraph.

There are some tips to develop the students’ recount paragraph writing ability through Action Feelings Settings Strategy :

- 1) Do not skimp on the feelings. In using AFS strategy you have to put the strong feeling in your writing , it is very important, because the writer want to make the readers feel the same feelings .

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<sup>36</sup> Rahmawati, *The influence of Using AFS Strategy Toward Student’s Recount paragraph Writing Ability at the Second Semester of Eighth Grade at MTs NU 14 Sidorejo East Lampung*, 2014, p.32

<sup>37</sup>Rahmawati, *ibid*,p.33

- 2) Do not forget to tell the back story. Remember that in the setting. Part of AFS strategy we try to put in a detail or explains how, and when and where the situation happen. The back story is different from the normally setting, the back story is the story behind the story. When you write about things that happened before the story happened you have to give the readers a bit information about the back story, so your reader will understand what is going on.
- 3) Try to detail your action. Take the information you write for your action and put it on the “Idea” side of the Idea-Details strategy. Then, on the “Details” side, break the action down into as many parts as you can. Really stretch it out and try to make it last.
- 4) Write an Action-Feelings-Setting “mini” story. If you do a good job on each part of this strategy, the information makes a tiny story all by itself. Think about revising, editing, and publishing it with a color picture.<sup>38</sup>

#### **J. Strategy in Teaching English**

Strategy is the way for learners to solve problems encountered in constructing meaning in any context. Unlike skills, strategies chosen by learners are modified to fit the demands of the learning situation. Strategic learners know how and when to alter, modify, combine, and test individual strategies against their prior knowledge, beliefs, and experiences. So that, through Action Feelings Settings Strategy is an excellent and fun to increase the Recount text.

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<sup>38</sup> Steve Peha,*op.cit*,p. 57



Weinstein and Mayer define learning strategies as “behaviors and thoughts that student’s engages in during learning” which are “intended to influence the students encoding process”.<sup>39</sup> Effective teachers have high expectation of student’s of both their standard of learning and their behavior, but they also have high expectations of themselves and their own learning development.<sup>40</sup> As according to Killen, a teaching strategy includes: what the teacher does, the way in instruction is organized, how much the students are involved actively in learning, how much the students are responsible for the learning, and how learning is assed.<sup>41</sup> This tells that a strategy is a teaching agenda that indicates the direction of the classroom activities to help the students make an achievement of certain language aspect. A teaching strategy is associated with a certain teaching material and the classroom teachers are suggested to use the suitable strategy to make an effect on the achievement of students on the teaching material to construct a certain knowledge and skill such as listening, speaking, reading and writing.

Based on the quotation above, strategy refers to an aspect accurate planning in classroom activity that will be used in learning process. In this way the teacher can teach and learn English with using strategy can motivate and improve the students to study English. The students also can be easy to understand the material subject that

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<sup>39</sup> Weinstein and Mayer,1986. *The teaching of learning strategy*,third edition p.315

<sup>40</sup> Chelo Moreno Rubio,*journal( Effective Teachers -Professional and Personal Skill)*,2009,Universidad De Castilla-La Mancha ,P.41

<sup>41</sup> Roy Killen,2006, *effective teaching strategies-lessons for research and practice*. Fourth edition.p.5

will be teach the teacher, more active in the class and so it can make the English teaching and learning process will be effective.

#### **K. The Procedures of Teaching Recount Text Writing by using Action Feelings**

##### **Setting Strategy**

To wrote recount text by using AFS strategy. Peha says that, “to achieve the purpose in writing process there are some steps process or procedure in AFS Strategy”. To apply the AFS Strategy in teaching recount text, there are some steps as follows:

- 1) The teacher explains about recount text
- 2) Then, the teacher was explain about AFS Strategy
- 3) The teacher asks the students to make Recount text
- 4) The teachers guides students to choose a scene from their story which will be written the first by them
- 5) The teacher guides again the students to express their idea, beginning from the action. Describe what is happening. A sentence or two about the main action is all you really need.
- 6) The secondly is feelings. Describe the feelings of the important people in this scene. Feel what they are feeling and why they feel that way.
- 7) And the last is setting. Tell where and when this taking place, also include a detail or two that tells something interesting about what led up to this situation.
- 8) The teacher gives time to finish.
- 9) The teacher and the students together check the exercise

10) The teacher gives feedback for the students.<sup>42</sup>

## **L. Problems in Teaching and Learning Recount Text**

### **1. Teacher's Problems in Teaching Writing**

Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking, and listening. Many teachers consider writing becomes most difficult subject of language skill to be taught. According to Harmer, teaching writing is more than just dealing with feature. It is about helping students to communicate real message in appropriate manner. Teacher and students need to know how it talks about language at various points during learning and teaching.<sup>43</sup> It means that the teacher should know to make students easily to understand writing well.

However, there are some six problems that explained by Thakur, they are: a. Over-Crowded classes, b. Lack of Component teacher, c. Faulty methods of teaching, d. Non-availability of good book text-books, e. Apathy to new techniques and procedures, f. Inadequate provision of teaching aids. Those can be described as follows:

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<sup>42</sup> Merriam Webster, <http://www.merriam.com/action/feelingssetting>

<sup>43</sup> Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, United Kingdom, Lognman, 1998, p.34

- a. Over-crowded class : teacher of English experience a lot of problems in handling such as big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.
- b. Lack of competent teacher : incompetent teachers are the main source of trouble as far as teaching of English in school. They are either trained in old methods and have never cared to look for something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer the subject while under training.
- c. Faulty methods of teaching : teaching of English suffers from the faulty methods of teaching. In most of the school, the translation method is the sole favorite with teacher. The teacher picks up the reader, translates the paragraph, writes the meanings of difficult words on the blackboard and assigns some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so that when they pass out, they are as ignorant as they first entered the English class.
- d. Non- Availability of good text-books : the text books of English used in school are sub-standard. The books are edited or written by those who are not actual practicing teacher. No effort is made to select beforehand graded vocabulary for use in the text books.
- e. Apathy to New Techniques and Procedure : most of the teachers working in middle and high school are both ignorant and apathetic to the new techniques

and procedures of teaching of English. The new generation of teacher is being given training in new methods but the teacher fail miserably when they are actually put on the job.

- f. Inadequate Provision of Teaching Aids : a general survey of teaching in school would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charcts or flashcard which can greatly help them in teaching their subject well.<sup>44</sup>

From the explanation above, it can be concluded that some of problems faced by teacher in teaching writing are over-crowded classes, lack of competent teacher, faulty methods of teaching, non-availability of a good text-books, apathy to new techniques and procedue and inadequate provision of teaching aids. All of those problems should be solved to make the teaching process succesful in the class.

## **2. Student's Problem in Learning Writing**

In learning a foreign language, writing plays an important role, it is one component that links the four language skills of speaking, listening, reading, and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how to use them accurately in context.<sup>45</sup> However in the practice of learning writing in the class, there are some

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<sup>44</sup> Jyoti Thakur, Challenges and prospects in teaching english, india: Chitkara University, 2013, p. 127-128.

<sup>45</sup>Jeremy Harmer, *Op Cit*, p.153

obstacles which often happen in the process of learning writing. Writing has certain characteristics which seem to make it difficult for students to get grips with. Students in ESL class especially, about the time when students write in English, many for them feel worried and not confidence.<sup>46</sup> Students may experience difficulties in writing for a variety of reasons. In teaching writing where its position as a foreign and second language, when the learners begin to write in English, they will face some problems to write, some problems as follows:<sup>47</sup>

- a. In writing, they cannot make the same use of body language, intonation, tone, eye contact, and all the other features which help them to convey meaning when they talk.
- b. Very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of time.
- c. Many children take a long time to master the skill of writing. They cannot concern in one idea or organizing their sentence structure, even their vocabulary is very limited, if the teachers can occasionally type out a students' work it really does help those who are strunggling with the mechanics of writing.
- d. The last, the fact that writing in a foreign language is all too often associated with correcting errors. Hand writing, grammar, spelling, and pronunciation are often given

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<sup>46</sup> Jack C.Richard and Willy A.Renandya, *Methodology in Language Teaching*, United States of America, Cambridge University Press, 2002,p.5

<sup>47</sup> Scott A.Wendy and Ytreberg H.Lisbeth, *Teaching English to Children*, United Kingdom,Longman,2010,p.15



priority over content. If the teachers try to make children's writing meaningful from the start, with the emphasis on content, then errors can be gently corrected and re-written in cooperation with the teachers.

The students' problems means that in learning writing not just writing but it needs organization ideas, linguistics, structure of sentences, and so on. These difficulties may vary in cause, nature, intensity and duration. There are some problems faced by the students in learning writing such as:<sup>48</sup>

a. Capitalization Problem

The capitalization appears that source of this problem is neither from mother tongue nor from L2 interference. Using capital letters correctly is a writing norm which is required in all language. It is a pedagogical problem which can be handled appropriately by professional teachers in schools. However the corpus reveals that many students use capital letters instead of small letters.

b. Punctuation Problem

Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.

Example:

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<sup>48</sup> Yohana P.Msanjila, Nordic Journal of African Studies Problems of Writing in Kiswahili:Case Study of Kigurunyembe and morogoro secondary schools in Tanzania, 2005,p.17-18

#### 1) Apostrophe for plurals

This mistake is particularly common among foreigners who are learning English as a second language. After all, you would expect native English speakers to know how to form plurals right. The apostrophe is used to form contractions (e.g., it's time to go) and to indicate possession (e.g., Mary's car is blue), but never to form plurals.

#### 2) The Comma Splice

When the comma is used to separate independent clauses, there must be a conjunction connecting them. If the conjunction is not there, we have a comma splice. You can fix this mistake by using a period instead of the comma or by adding a coordinating conjunction.

#### 3) Quotation Marks for Emphasis

Quotation marks are mainly used to quote speech, sentence or words. They can also be used to denote irony. They can not be used, however to add emphasis to a word or sentence. It is not rare to find advertisements or promotional flyers carrying this error. If you want to add emphasis to a word, use the boldface type and not the quotation marks.

#### 4) Multiple Punctuation marks

Unless you want to sound like an overly emotional teenager writing on my space, you should limit yourself to one exclamation point, regardless of how excited you

might be when writing that sentence. The same applies to question marks and to the ellipsis (which should have only three dots). Also, keep in mind that exclamation points are not used that frequently in business and formal writing. If your text is loaded with them, you probably should review it.

#### 5) Punctuation Outside the Quotation Marks

If you are writing in American English, other punctuation should go inside the quotation marks, even if it is not part of the quotation itself. British English, on the other hand, places punctuation that is not part of the quote sentence outside of the quotation marks.

#### 6) The Missing Comma After Introductory Elements

Sometimes you want to give an introduction or provide a background to a certain sentence. That is fine, but do not forget to place a comma after that introductory element. Notice that an introductory element can be a sentence or a single word.

#### c. Inexplicitness or Fuzziness

Writing features which are necessary in order to help the readers to understand the intended meaning were inadequately used. For example, the relationships of elements within and across the sentences were not effectively explained.

#### d. Poor Organization or Illogical Sequence

Like the problem of inexplicitness, poor organization or illogical sequence may also be said to originate from poor teaching in schools. The problem could be reduced by

effective teaching, the creation of a wider reading and writing habit and involvement in discussions and debates.

e. Spelling Problem

This problem can only be minimized but we cannot say with certainty that it can be completely eradicated. It appears that the problem of spelling in writing is a persistent problem which applies even to professional writers, journalists, and academics.

f. Grammatical Errors

The grammatical errors found in the corpus are what Ricards calls intralingual and developmental errors. Intralingual errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Developmental errors, on the hand, illustrate that learner's attempt to try to build up hypotheses about the target language from his limited knowledge learnt in schools or naturally acquired.

Based on explanation above, the researcher concludes that the problems in learning writing faced by the students includes capitalization problem, punctuation problem, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research design

In this research, the researcher used qualitative method in collecting and analyzing the data. Qualitative research is a research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>1</sup> Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.<sup>2</sup> By this qualitative research, the researcher focused on the teaching and learning process through action feeling setting strategy to the eighth grade of SMP Negeri 1 Semaka Tanggamus.

The type of qualitative research used in this research is focus on description. With the focus on description research, the researcher sorted the data needed based on category. During the research, the researcher is functioned as an observer. The researcher observed teaching and learning process of recount text writing through

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<sup>1</sup>Bambang Setiyadi, *Metode Pnelitian untuk Penelitian Bahasa Asing*, ( Yogyakarta : Graha Ilmu 2006), p.219.

<sup>2</sup> Carl F Auerbach & Louise B.Silverstein, *Qualitative Data: An Introduction To Coding and Analysis*, New York University Press, Library of Congress Cataloging, 2003.p.3

action feelings setting strategy and also the students' activity during the teaching learning process carried by the teacher.

## **B. Research Subject**

The researcher selected the people or participants who know the phenomenon of the problem. The researcher chose the English teacher and the students of the eighth grade of SMP Negeri 1 Semaka Tanggamus as the subject of the research.

In conducting the research and to get the sample the researcher used purposive sampling technique to choose the participants. According to Arikunto, Purposive sampling technique is sampling technique which is done because some causes, such as the writer has particular purpose toward the sample and the very limited time and funding.<sup>3</sup>

In this research the researcher chose one English teacher and one class as the sample. For the teacher, the researcher asked the teacher of eighth grade who taught English in the sample class. For the students, the researcher chose VIII C as sample of the research since this class has a big problem with their writing especially recount text writing based on the interview with the teacher. Furthermore, from the pre survey result for recount text writing test, most of the students in class VIII C got the lowest score in recount text writing.

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<sup>3</sup> Suharsini Arikunto, *Procedure Penelitian*, Rieka Cipta, Yogyakarta. 2002.p.127

**Table 2**  
**The Students' Average Score of Recount Text Writing of the Eighth Grade of SMP Negeri 1 Semaka Tanggamus in academic year of 2016**

No	Class	Average Score	Number of Students
1	VIII A	65	34
2	VIII B	70	33
3	VIII C	60	34
4	VIII D	75	33
5	VIII E	65	33
6	VIII F	70	34

*Source : Teacher's Document of The English Writing Score of Eighth Grade of The Smp Negeri 1 Semaka Tanggamus*

### **C. Data Collecting Technique**

In this research, the researcher used some steps conduct with intention of gaining the data from beginning until the end of teaching learning process. Therefore, in this research, the researcher conducted the observation, interview and questioner to get the data of this research. The steps are follows:

#### **a. Observation**

Observation is properly used in the research which related with teaching learning process. Student activity, and problem which may arise.

In this research, the researcher was an observer to get the data, researcher was not involved directly in the classroom activity. The researcher made a note during the teaching learning process. In this case, the researcher only took note, analyzed and



made inferences about object under study. The researcher used specification as follow:

**Table 3**  
**Specification of Observation**

No	Components of Observation	No. item
1	How the teacher use the procedure of Action Feeling Setting strategy in teaching recount text writing	1
2	To know the teacher's problems in teaching recount text writing through Action Feelings Setting Strategy	2
3	To know students' problem in learning recount text writing through Action Feeling Setting strategy	3

#### **b. Interview**

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>4</sup>

The interview was used in collecting the data from the teacher. The researcher asked the teacher opinions about the activity in teaching learning process through action feelings setting strategy, the teacher's problems in teaching recount text through action feelings setting strategy and the students' problems in learning recount text writing through action feelings setting strategy.

The interview was aimed to make sure about the result of the observation and to get more data related to the research. This technique involved collecting data from the

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<sup>4</sup> Sugiyono. *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), p.310

teacher by the researcher. The aim was to make sure about the result of the observation and to find out problems faced by the teacher and students in teaching and learning recount text through action feelings setting strategy. The researcher used specification of interview as follows:

**Table 4**  
**Specification of Interview**

No	Component of interview	No. item
1	To know the general process of English teaching learning activity.	1,2
2	To know whether Action Feeling Setting strategy can improve the students' recount text writing	3,4
3	To know the teacher's problems in teaching writing Action Feeling Setting strategy:	
	a. Apathy to New Techniques and Procedure	5
	b. Lack of Competent Teacher	6
	c. Non- Availability of Good Text-Books	7
	d. Inadequate Provision of Teaching Aids	8
	e. Over-Crowded Class	9
	f. Faulty Methods of Teaching	10

### c. Questionnaire

Questionnaire printed from the data including questions or statements to which the subjects are expected to respond.<sup>5</sup> Questionnaire is a method used to get the data by gave question format that limits respondents with a list of answer choices from which they must chose to answer the question. The researcher gave questionnaire to the students in order to know the further opinions and to know the aspects that may influence the students learning process and to confirm the answers given by the

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<sup>5</sup> Suharsimi Arikunto, *op.cit*,p.226

teacher. In learning process there were many problems faced by the students in learning writing. The questionnaire appropriated with the students' difficulties in learning recount text writing and also learning recount text writing especially through action feelings setting strategy.

**Table 5**  
**Specification of Questionnaire**

No	Component of Questionnaire	No. item
1	To know the students' motivation and interest in learning recount text writing	1,2,3
2	To know how many students' problem in learning recount text writing through action feeling setting strategy:	4
	a. Vocabulary	
	b. Spelling Problem	5
	c. Punctuation Problem	6
	d. Poor Organization	7
	e. Inexplicitness and fuzziness	8
	f. Grammatical Errors	9
	g. Capitalization Problem	10

#### **D. Research Procedure**

The procedure of the research used as follows:

1. Finding the subject of the research. The subject was a class of students at the eighth grade of SMP Negeri 1 Semaka Tanggamus in the Academic Year of 2015/2016, especially class VIIIC along with the English teacher.
2. The researcher did the observation during the instruction and took some notes to all important events, the observation as follows:
  - a. The object of the observation were the students teacher at the Eighth Grade of SMP Negeri 1 Semaka Tanggamus.

- b. The time of the observation was done at the second semester of in the Academic Year of 2015/2016.
  - c. Duration of the observation was until the researcher got the result of the research
  - d. The purpose of the observation was to found the result and data in this research
- 3. The researcher interviewed the teacher after the process of teaching learning.
  - 4. The researcher gave the questionnaire to the students about their problems in learning recount text writing
  - 5. The researcher analyzed the notes of the observation, interview and questionnaire.
  - 6. The researcher reported the result of the data analysis to induce the research finding

#### **E. Data Trustworthiness**

In qualitative research, the researcher had to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation was employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single

method in collecting the qualitative data is often considered not enough. There are 6 kinds of triangulation, there are:<sup>6</sup>

- a. Triangulation of time. Triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
- c. Triangulation of theory, in triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
- d. Triangulation of method, in triangulation of method the writer use different method for collecting similar data.
- e. Researcher triangulation. In researcher triangulation, for collecting the same data it is done by some people.
- f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely qualitative and quantitative so the writer collect the both of data from those approach.

In this research, the researcher used triangulation of method and time. In triangulation method, the researcher used three data collecting techniques, and they were: observation, questionnaire, and interview. The observation is focused on the teaching

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<sup>6</sup> *Ibid*,p.246

and learning recount text writing at the second semester of the eighth grade at SMP Negeri 1 Semaka Tanggamus with the theme bad experience and good experience. The interview conducted towards the teacher to get the data which could be used to make sure about result of observation. The questionnaire was done towards the students to find out students problems in learning recount text writing through action feeling setting strategy. In triangulation of time, the researcher used longitudinal triangulation, because the researcher collected the data from the same group at different times.

By applying these triangulation techniques, the researcher expected the result of this research to be consistent for the data because the data was collected more than one time data source.

## **F. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>7</sup>

### **1. Data Reduction**

The reduction of the data in this research means as process of selecting, abstracting, and simplify the data gained from the note of the interview and observation. Then this

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<sup>7</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12.

summary will be analyzed to seek the important information, group the data, and the which are needed and arrange the data to the proper format so that they give meaningful result and conclusion.

## 2. Data Display

The next stage is to display the data from the result of the data reduction. The information gained from observation, interview, and questionnaire would be gathered and organized according to the research focus. From this display, the next conclusion and verification of the data will be applied.

## 3. Conclusion Drawing/Verification

The last step of analyzing data is conclusion drawing. Conclusion drawing involved stepping back to consider what the analyzed data mean to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entitled revising the data as many times as necessary to cross-check or verified these emergent conclusions. Verification referred to the process which is able to explain the answer of research questions and research objectives. In this step, the researcher will avoid any one-sided impression and stay openly, so that the conclusion of the research would be clear, explicit, and grounded.<sup>8</sup>

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<sup>8</sup> *Ibid*,p.13



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

In this chapter, the researcher explained about data analysis, discussion and research finding.

#### **A. Data Analysis**

The research had been conducted at SMP Negeri 1 Semaka Tanggamus at the eighth grade from February 24<sup>th</sup> 2016 Up to march 2<sup>nd</sup> 2016. In this reasearch, the researcher included date or planned schedule of work as follows:

1. On April 20<sup>th</sup>, researcher conducted the preliminary research at SMP Negeri 1 Semaka Tanggamus
2. On February 23<sup>rd</sup>, the researcher met the English teachers to discuss the lesson plan and Strategy to be used and also ask about time schedule of English class.
3. On February 24<sup>th</sup> the researcher met the headmaster got permission to do research at SMP Negeri 1 Semaka Tanggamus
4. On February 27<sup>th</sup>, the researcher conducted the observation in the class.
5. On February 29<sup>th</sup>, the researcher conducted the observation in the class and gave the questionnaire to the students in the class.
6. On March 1<sup>st</sup>, the researcher conducted the interview to the English teacher.

After collecting the data, the researcher analyzed the data which were collected from observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are: data reduction, data display, and conclusion drawing or verification.<sup>1</sup>

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>2</sup> In this case, the researcher selected data that using in this research. There were three instruments used to collecting the data: observation, interview, and questionnaire.

#### **a. Whole Data**

In the whole data, the researcher provided all of the result of process in teaching and learning recount text writing through Action Feelings Setting strategy, teacher's problems and students' problem in teaching and learning recount text writing through Action Feelings Setting strategy based on the research collected by using observation, interview and questionnaire as instruments. The process of teaching and learning recount text writing through Action Feelings Setting strategy would be explained based on the result of observation. In other hand, the teachers' problem in teaching recount text writing through Action Feelings Setting strategy would be

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<sup>1</sup>Matthew B.Miles and A. Michael Hurberman, *Qualitative Data Analysis* ( Sage Publications, Thousand Oaks, 1994), p.12

<sup>2</sup>*Ibid*, p.10

explained based on the result of observation and interview. Moreover, the students' problem would be explained based on the result of observation and questionnaire.

### **1) The Process of Teaching and Learning Recount Text Writing Through Action Feelings Setting Strategy**

The researcher employed an observation (see appendix 3). The observation was conducted to know the process of teaching and learning recount text writing through Action Feelings Setting strategy which was conducted in two meetings. Every meeting has the same activities and the same material, but different theme. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. For the second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning recount text writing through Action Feelings Setting strategy. The result of observation has been identified as described below.

In the first meeting the processes of teaching learning by using Action Feelings Setting strategy were as follows:

#### **a. Pre-activity**

The first meeting was held on February, 27<sup>th</sup> 2016 at 07.30 to 09.00 a.m, before teaching learning was done, teacher had prepared the materials. the class was opened with greeting that was responded by all students. Some of them responded loudly to show their enthusiasm and few of them responded calmly. After that the teacher

checked students' attendant list by calling the students one by one built good relationship with the students by giving motivation for the students before starting the lesson. She reviewed the last lesson and built students' knowledge about the lesson.

b. While Activity

The teacher explained how to write a recount text. Before writing a recount text, teacher has to explain generic structure of recount text (Orientation, Events, and Reorientation).

The teacher applied AFS strategy in teaching and learning. In this while activity, teacher gave example of action feelings setting. After introducing some vocabularies, the teacher guided the students to make text about action feelings setting that would they told. For the example told about good experience. Before told about good experience, the teacher asked the students to think of their good experience. They were going to told it. Then, asked the students to mention everything about their experience. Many students mention about their experience. But, the teacher chose mention about my first holiday in lembah hijau. The teacher drew what the students' state. For example: "my first holiday in lembah hijau", the teacher gave explanation about AFS. What's about action, feelings and setting. For action the teacher asked students what they did when holiday in lembah hijau. Feelings, what they felt when they did action, and setting is place where they did activity and felt about the activity.

When the teacher has finished giving all explanation, the teacher helped students to think sentence based on AFS.

For example:

Teacher	:	What is your good experience class?
Students	:	my first holiday in Lembah Hijau
Teacher	:	oke, what did you do, what did you feel and where? Based on your experience please make sentence about it.

Furthermore, the teacher guided students to make picture in their mind. What did they do, how did they feel, and where did they. Then, the teacher guides the students to combine and arrange the sentence be good recount text. The teacher gave time the students to finish. Then, the teacher guided the students to edit and revise the text.

#### c. Post- Activity

This activity was done at the end of the lesson which can be in the form of summarizing, evaluating, reflecting, and following up activities. The teacher checked students' understanding about the lesson. Then the teacher gave an assignment to the students. In this stage, the teacher guided the students to make conclusion about the material that they learn. In order to make students more competent in doing this strategy, they can be asked to do the same things outside the class. They can choose the theme that interesting for them. Then, the teacher closed the lesson.

In the second meeting the processes of teaching learning by using Action Feelings Setting strategy were as follows:

a. Pre-activity

The second meeting was held on November, 29<sup>th</sup> 2016 at 09.00 to 11.30 a.m, the activities were not too different from the first session. In this research, the teacher tried to change in the teaching learning process to make the students more interest about the lesson. Firstly, the teacher greeted the students and checked the attendance list. The teacher reviewed the previous lesson.

b. While Activity

In the while activity, the teacher reviewed and reminded about last material. The students continue made recount text through action feelings setting strategy. But, in this meeting the teacher gave different theme. The teacher asked the students made recount text with the theme bad experience. The teacher asked students to mention about their bad experience. They were enthusiasm to mention their experience. But the teacher chose which one bad experience about “fall down from motorcycle”. Same with the steps before, the teacher drew the students’ state. The teacher explained about what the students were needed to make text recount through action feelings setting strategy. The teacher guided the students to arrange sentence about part of AFS. Then, the teacher gave the time for students to completed text become recount text. Then, the teacher and the students checked the text. The teacher checked students’ understanding by randomly the students’ and asked them to explain their story. These activities have function to found some error in text, such as the tenses use, the social function and so on.

c. Post- Activity

In the post activity, the teacher gave feedback to the students and point of some mistake. Then, the teacher closed the lesson.

**2) Teacher's Problems in Teaching Recount Text Writing Through Action Feelings Setting Strategy**

Teacher's problems in teaching recount text writing through Action Feelings Setting strategy was identified by using two instruments. They were observation and interview.

**a) Observation**

Based on the observation the researcher got some data to know teachers problem in teaching recount text writing through Action Feelings Setting strategy. The researcher used observation checklist to know whether teacher applied all of the steps in teaching recount text writing through Action Feelings Setting strategy based on the theory or not. Before the teacher begun the lesson, she has been prepared the material. In the process of teaching the teacher did some parts of teaching. There are pre-activity, main activity and close activity. In the main activity the teacher explained about recount text and generic structure of recount text. The teacher explained about AFS. She asked the students to make recount text and the teacher guided the students' to use AFS. The teacher had applied the step of teaching recount text writing through Action Feelings Setting strategy based on the theory. The teacher also corrected the



students' mistakes in the process of learning. For all that, the teacher had some difficulties in teaching recount text writing through Action Feelings Setting strategy. The teacher looked difficult to handle the class because of the students busy with their own activity like chatting and it made the class noisy.

#### **b) Interview**

To support the data of the observation the researcher used interview as instrument to know the teachers' problem in teaching and learning recount text writing through Action Feelings Setting strategy. The processed of teaching recount text writing through Action Feelings Setting strategy was running well although the situation of the class was little bit noisy and crowded. The teacher's difficulties in teaching recount text writing through Action Feelings Setting were the teacher had difficulties to calm and handle the students' activities, because some students' were busy with their own activity like chatting and it made the class noisy. The teacher had not variety when she explained the material. So, the students' were not active and enthusiasm in process teaching and learning recount text writing through Action Feelings Setting strategy. And the last problems, the teacher had not used media when delivered the materials. So, the students' were not interested and they busy with their own activity.

Based on the result of interview, teaching and learning recount text writing through Action Feelings Setting strategy there are some problems is difficult because the

teacher difficult in teaching recount text writing through Action Feelings Setting strategy. so the indicator could not achieved well.

### **3) Students' Problem in Learning Recount Text Writing Through Action Feelings Setting Strategy.**

Students' problems in learning recount text writing through Action Feelings Setting strategy was identified by using two instruments. There were observation and questionnaire.

#### **a) Observation**

By using observation the researcher acquired the data of students' problem in learning recount text writing through Action Feelings Setting strategy.

The point of observation was students' problems that consisted of six points of observation that investigated the students' problems in learning writing of recount text. The first was about capitalization problem. In this case, the students wrote recount text with capital letters correctly. The second was about punctuation problem. The students had done understanding to use the punctuation marks correctly in conveying information accurately and effectively. The third was about inexplicitness or fuzziness. Some of the students had difficulties in arranging the relationship of elements within and across the sentence of recount text was not effectively explained. The fourth was about poor organization or illogical sequence. The students got difficulty in making sequence of recount text. The fifth was about spelling problem. Students had not difficulty in spelling. The sixth was about grammar error. Some of

students had difficulties in grammar. It means that the students still low in grammar knowledge.

#### **b) Questionnaire**

The questionnaire consisted of ten questions (see appendix 4). The first until third questions were to know the students' motivation and interest in learning English. The fourth until the tenth questions were employed to know the students problems in learning recount text writing through Action Feelings Setting strategy.

From the result of questionnaire, the researcher can conclude that the students' problems in learning recount text writing through Action Feelings Setting strategy were they had difficulties in arranging recount text because they had limited vocabulary, poor organization, and grammatical error.

#### **b. Data Reduced**

In the data reduced, the researcher provided some data which was reduced. The data were process of teaching and learning recount text writing through Action Feelings Setting strategy which can be identified by using observation check list.

#### **1) Process of Teaching and Learning Recount Text Writing Through Action Feelings Setting Strategy**

The observation was conducted to know the process of teaching and learning recount text writing through Action Feelings Setting strategy which was conducted in two meetings. The researcher only observed the process of teaching and learning recount text writing through Action Feelings Setting strategy, the students' and teacher's

problem during teaching and learning recount text writing through Action Feelings Setting strategy. So, the researcher reduced some parts of the result in observation to get the specific data which is necessary in the research. There were not data reduced in the process of observation. The teacher applied all steps based on Mariam, in the first and second meeting which was consisted of pre-activity, main activity and close activity or closing.

Based on the first point component of observation sheet it was found that the teacher had prepared the materials about recount text and generic structure of recount text. The teacher gave the students' theme about text were good experience and bad experience.

In the second point, the teacher explained about recount text and generic structure of recount text. The teacher explained about the rules of Action Feelings Setting strategy and give example and some of students understand yet what the teacher's mean, it known by students' attention in the beginning class. The teacher asked the student to make recount text based on theme which gave by the teacher's. The teacher guided the students' to choose what about story will be written by them. The students answered variously such as my holiday, going to the beach, etc.

After that, the teacher guided again about the AFS how to make recount text easy by them. Then, the teacher asked the students to finish about their story.

The last, based on the third point component of observation sheet it was found that the teacher and the students' check the exercise together. Then the teacher gave the feedback for the students'. After that, concluded the lesson by giving benefits using AFS in teaching recount text writing. Then, the teacher close the lesson by saying good bye and greeting the students and the students answered the teacher's greeting.

## **2) Teachers' Problem in Teaching Recount Text Writing Through Action Feelings Setting Strategy**

Teacher problem in teaching recount text writing through action feelings setting strategy was identified by using two instruments. They were observation and interview. Here is the data reduction of teacher's problem in teaching recount text writing through Action Feelings Setting Strategy based on the observation.

### **a) Observation**

Based on the observation the researcher got some data to know teachers problem in teaching recount text writing through Action Feelings Setting strategy. The researcher reduced some data which was not necessary in the research. The data reduced was about teachers' giving the student motivation to the students.

### **b) Interview**

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by teacher and the students' during teaching and learning recount text writing through Action Feelings Setting strategy. There is not data reduced that the researcher asked to the teacher.

### **3) Students' Problem in Learning Speaking Through Describe and Draw a picture Game.**

Students' problems in learning recount text writing through Action Feelings Setting strategy was identified by using two instruments. They were observation and questionnaire.

#### **a) Observation**

By using observation the researcher acquired the data of students' problem in learning recount text writing through Action Feelings Setting strategy. The point of observation was students' problems that consisted of three points of observation that investigated the students' problems in learning recount text writing. Based on the three points of observation, there is no data reduced about the students' observation sheet.

#### **b) Questionnaire**

The researcher also employed questionnaire to support the observation data. There were some data reduced from the result of questionnaire. The first until third questions were to know the students' interest in learning English.

## **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the

more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>3</sup> In this step, the researcher drew the table based on each instrument.

#### **a. Process of Teaching and Learning Recount Text Writing Through Action**

##### **Feelings Setting Strategy**

Based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings.

##### **1) The first meeting**

The observation consisted of three points. It was held to investigate whether the application of the ten steps applied by the teacher or not. According to Mariam, there were ten steps in teaching writing of recount text through action feelings settings strategy. Can be seen it the tables below:

**Table 8**  
**The Application of the Observation Steps in First Meeting**

Steps	Note
Step 1 : The teacher explains about recount text	This activity the teacher had prepared the material of recount text, discussed about the theme, topic, and generic structure of recount text. The teacher gave the theme about good experience for the students.
Step 2 : The teacher explains about action feelings setting strategy	After explained about recount text, the teacher gave explanation about AFS. Teacher explained the strategy one by one. And the teacher introduced some vocabularies, sentence about AFS and gave example.

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<sup>3</sup> *Ibid*, p.11.

Step 3: The teacher asks the students to make recount text	The teacher asked the students to make recount text. Before that, the teacher was explain about the theme.
Steps 4 : the teacher guides students to choose a scene from their story which will be written the first by them	The teacher guided students to chose topic based on their good experience. And the teacher gave guided to made sentence in action.
Step 5: the teacher guides again the students to express their idea, beginning from the action. Describe what is happening. A sentence or two about the main action is all you really need.	The teacher guided students to express idea in recount text. The teacher guided the students make sentence or describe based on their story and suitable in action.
Step 6: the secondly is feelings. Describe the feelings of the important people in this scene. Feel what they feel that way	After the teacher guided about action. The teacher guided the students to describe and made sentence about feelings.
Step 7: and the last is setting. Tell where and when this taking place, also include a detail or two that tells something interesting about what let up to this situation.	The teacher explanation about setting before she asked students to continue their text. The teacher guided the students to continue their text. and detail tell about place and situation in their story
Step 8: the teacher gives time to finish	The teacher gave students to finish text recount
Step 9: the teacher and the students together check the exercise	After the students completed their tex. Teacher and students checked their text together.
Step 10: the teacher gives feedback for the students	In post activity, the teacher gave feedback for the students

The next point of the observation was teacher's problems that consisted of six points of observation that investigated the teacher's problems in teaching writing of recount text. The first was about the teacher able to control the class. In this case, The teacher could not control the class well because the students were busy with their own



activity, like chatting. So, the class became noisy. The second was about teacher's competent. The English teacher was aware with the material to make the teaching writing of recount text effective. It means that the teacher could select the material well, she selected the material by considering the syllabus. The third was about faulty methods of teaching. The teacher taught the students based on procedure in teaching and learning. The fourth was about non-availability of good text book. In this case, the teacher used sub-standard book. The book that used by the teacher were LKS and other source. The book was good enough to use in teaching learning process. The fifth was about apathy to new technique and procedure. The teacher delivered the material with conventional technique in process of teaching and learning process. It means that the process of teaching and learning recount text writing used action feelings setting strategy was bored to the students'. The sixth was about inadequate provision of technique aid. The teacher only wrote the materials on the whiteboard. It means that process of teaching and learning recount text writing is being done without the help of any aid.

The last point of observation was students' problems that consisted of six points of observation that investigated the students' problems in learning writing of recount text. The first was about capitalization problem. In this case, the students wrote recount text with capital letters correctly. The second was about punctuation problem. The students had done understanding to use the punctuation marks correctly in conveying information accurately and effectively. The third was about inexplicitness

or fuzziness. Some of the students had difficulties in arranging the relationship of elements within and across the sentence of recount text was not effectively explained. The fourth was about poor organization or illogical sequence. The students got difficulty in making sequence of recount text. The fifth was about spelling problem. Students had not difficulty in spelling. The sixth was about grammar error. Some of students had difficulties in grammar. It means that the students still low in grammar knowledge.

## 2) The second meeting

The observation in the second meeting was same as the first meeting that consisted of three points. The first point the process of teaching and learning activity that consisted of ten of observation about application of the ten steps. The explanation of the application of those ten steps, can be seen in the table below:

**Table 9**  
**The Application of the Observation Steps in second Meeting**

Steps	Note
Step 1 : The teacher explains about recount text	This activity the teacher had prepared the material of recount text, discussed about the theme, topic, and generic structure of recount text. The teacher gave the theme about bad experience for the students.
Step 2 : The teacher explains about action feelings setting strategy	After explained about recount text, the teacher gave explanation about AFS. Teacher explained the strategy one by one. And the teacher introduced some vocabularies, sentence about AFS and gave example.

Step 3: The teacher asks the students to make recount text	The teacher asked the students to make recount text. Before that, the teacher was explain about the theme.
Steps 4 : the teacher guides students to choose a scene from their story which will be written the first by them	The teacher guided students to chose topic based on their good experience. And the teacher gave guided to made sentence in action.
Step 5: the teacher guides again the students to express their idea, beginning from the action. Describe what is happening. A sentence or two about the main action is all you really need.	The teacher guided students to express idea in recount text. The teacher guided the students make sentence or describe based on their story and suitable in action.
Step 6: the secondly is feelings. Describe the feelings of the important people in this scene. Feel what they feel that way	After the teacher guided about action. The teacher guided the students to describe and made sentence about feelings.
Step 7: and the last is setting. Tell where and when this taking place, also include a detail or two that tells something interesting about what let up to this situation.	The teacher explanation about setting before she asked students to continue their text. The teacher guided the students to continue their text. and detail tell about place and situation in their story
Step 8: the teacher gives time to finish	The teacher gave students to finish text recount
Step 9: the teacher and the students together check the exercise	The teacher randomly the students to tell about their story and explain part of text about AFS. It to know about the students understanding about the material.
Step 10: the teacher gives feedback for the students	In post activity, the teacher gave feedback for the students

The next point of the observation was teacher's problems that consisted of six points of observation that investigated the teacher's problems in teaching writing of recount text. The first was about the teacher able to control the class. In this case, The teacher could not control the class well because the students were busy with their own activity, like chatting. So, the class became noisy. The second was about teacher's competent. The English teacher was aware with the material to make the teaching writing of recount text effective. It means that the teacher could select the material well, she selected the material by considering the syllabus. The third was about faulty methods of teaching. The teacher has been applied the suitable procedure in teaching and learning process. The fourth was about non-availability of good text book. In this case, the teacher used sub-standard book. The book that used by the teacher were LKS and other source. The book was good enough to use in teaching learning process. The fifth was about apathy to new technique and procedure. The teacher delivered the material with conventional technique in process of teaching and learning process. It means that the process of teaching and learning recount text writing used action feelings setting strategy was bored to the students'. The sixth was about inadequate provision of technique aid. The teacher only wrote the materials on the whiteboard. It means that process of teaching and learning recount text writing is being done without the help of any aid.

The last point of observation was students' problems that consisted of six points of observation that investigated the students' problems in learning writing of recount

text. The first was about capitalization problem. In this case, the students wrote recount text with capital letters correctly. The students had done understanding about capitalization in text.

The second was about punctuation problem. The students had been known how to use the punctuation marks correctly in conveying information accurately and effectively.

The third was about inexplicitness or fuzziness. Some of the students had difficulties in arranging the relationship of elements within and across the sentence of recount text was not effectively explained. The fourth was about poor organization or illogical sequence. The students got difficulty in making sequence of recount text. The fifth was about spelling problem. Students had difficulty in grammar and spelling. So, they produced their writing was not optimal. The sixth was about grammar error. Some of students had difficulties in grammar. It means that the students still low in grammar knowledge.

By considering the data gained from observation strengthen by the interview, it could be concluded that the process of teaching and learning recount text through action feelings setting strategy at SMPN 1 Semaka Tanggamus from first meeting until second meeting was done. The researcher noted that the entire step was done by the teacher, all of the steps in teaching recount text by using action feelings setting strategy had been applied based on theory, moreover the teacher gave innovation in procedure of strategy based on her own. The teacher's purpose to make innovation in order to make the students' more enthusiastic and active in teaching and learning

process. The procedures of strategy had been innovated, but the students still could not be active and adapted with the strategy, so the students' recount text writing did not improve significantly.

Based on the observation of process teaching and learning recount text by using action feelings setting strategy, it can be concluded that the using action feelings setting strategy in teaching and learning writing of recount text was easy to implementation by the teacher's. But, the students' condition did not support to use this strategy in teaching and learning process because the students had difficulties in arranging the text, grammatical error, and had lack of vocabulary. They had translated word by word. So, the students still look confused and were not active in the process of teaching and learning recount text by using action feelings setting strategy. Beside the problems that was faced by the students, there were problems which was faced by the teacher that appeared in teaching and learning were the teacher could not control the class well, because some of the students were busy with their own activity like chatting, so it made the class became noisy. The teacher had not variety when she explained the material. So, the students' were not active and enthusiasm in process teaching and learning recount text writing through action feelings setting strategy. And the last problems, the teacher had not used media when delivered the materials. So, the students' were not interested and they busy with their own activity.

**b. The Teacher's Problems During Teaching Recount Text Writing Through Action Feelings Setting Strategy**

To support data of observation, the researcher employed an interview. The interview was given to English teacher. The interview was indented to find out the teacher's opinions about the activity in teaching and learning process, the teacher and students' problems in teaching and learning recount text writing through action feelings setting strategy.

Based on the result of interview, the teacher believed that action feelings setting strategy was a good strategy for teaching writing. But, in interview activity the teacher expressed that there were many problems in teaching and learning recount text writing through action feelings setting strategy. There were eight questions that the researcher asked to the teacher about teaching and learning process and problems faced by teacher and students as follows:<sup>4</sup>

**Table 10**  
**The Questions-Answers of Interview**

No	Questions	Answers	Note
1	"Do you motivate the students before opening the class?"	"Yes, I gave motivation to the students by giving the motivation to make the students motivated."	The teacher gave motivation to the students before she started the lesson.
2	"How do you evaluate the students?"	"I evaluated my students by giving a task and homework. So, I could show the students' progress."	The teacher said that she gave the homework for the students to evaluate them.

<sup>4</sup>Interview to teacher, Mrs. Hikmah, S.Pd, on Monday, February 2<sup>nd</sup> 2016, at SMP Negeri 1 Semaka Tanggamus

3	“You had used Action Feelings Setting as Strategy. Is Action Feelings Setting Strategy can improve the students’ recount text writing?”	“Yes, AFS is simple strategy and easy to applied. But, some of students’ had difficult in applied it.”	The teacher said if there are some students’ difficulty to improve their writing using AFS strategy.
4	“What the difficulties that faced students in learning writing by using action feelings setting strategy?”	“I thought that the students got difficulties in arraging the text, grammar error, and they had not able expand their idea when made the text.they could not translate the words and also they had lack of vocabulary.”	The teacher said that there are some problems that faced by the students in learning writing of recount text based on her point of view, they were the students got difficulties in arrange the text, expand their idea, and also they had lack of vocabulary.
5	“Do you had some experience in teaching writing by using some strategy?”	Yes, I had some experience in teaching writing by using strategy. But, during I taught English especially writing I used AFS strategy. Because, this strategy is the easier strategy to be implemented.	The teacher said that she had experiences in teaching writing by using some strategy. But, she had not variety when she gave the material to the students’. it means that she not apathy with a new technique.
6	“From those ten steps in action feelings setting, which one the step that most difficult for you?”	“I thought that there was no steps that difficult for me to implement it.”	The teacher said that she could implement all steps in teaching recount text by using action feelings setting strategy.
7	“How do you get the material to teaching writing?”	“I got it from the syllabus, then found the medias by english book (LKS), and internet to support it”	The teacher said that she got the material from some sources, it means that the teacher could select the material well.
8	“Do you had some media to teach recount text writing through action feeling setting strategy?”	“Not really. I used media whiteboard and I wrote the material then, I explained it.	The teacher said she did the teacher said she didn’t use media in process teaching learning recount text writing through action feelings setting strategy. So, it can be concluded



			that in process teaching and learning recount text without the help of any aid and inadequate provision.
9	"Can you control the class well?"	"Not really. Sometimes, i got difficulties in controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy."	The teacher said that she got difficulty to control the class well and it was made the class become noisy.
10	"Do you always use the suitable method in teaching and learning process?"	"Yes I always use the different method in teaching and learning process. The method that used based on the material."	The teacher said that she always used the suitable method based on material.

From the explanation on the table 10, there were three points of interview. The first point of interview was to know the general process of teaching writing of recount text through action feelings setting strategy that consist of two questions. The second point of interview intended to investigate about whether Action Feeling Setting strategy can improve the students' recount text writing that consisted of three questions. The third point of interview was intended to investigate about how many problems in implementing Action Feeling Setting strategy that consisted of three questions.

By considering the data gained from interview strengthen by the observation, it was showed that actually action feelings setting strategy is a good strategy to be applied in teaching writing for junior High School, but in fact from condition of students', they

were still confuse to make text especially recount text through action feelings setting strategy. Because ,the students there had difficulties in arrange the text, expand their idea, grammatical error and also they had lack of vocabulary. So, the teacher faced some difficulties in teaching and learning process. Based on the result of interview, the researcher concluded that the problems that faced by the teacher in teaching writing of recount text by using action feelings setting strategy as follow:

- 1) The teacher got difficulty to handle the students' activities, because some students were busy with their own activity like chatting and it made the class noisy. So, she could not control the class well.
- 2) The teacher had not variety when she explained the material. So, the students' were not active and enthusiasm in process teaching and learning recount text writing through action feelings setting strategy.
- 3) And the last problems, the teacher had not used media when delivered the materials. So, the students' were not interested and they busy with their own activity.

Those three problems faced by the teacher were also stated by Thakur. Those become the points stated by Thakur that the problems faced by the teacher are a big number of the students, apathy to new technique and inadequate provision of teaching aids of writing. However, as stated before that there were six problems explained by Thakur, it was showed that from the interview with the teacher, the other three problems were

not occurred during this classroom teaching implementing action feelings setting strategy.

### c. Questionnaire

Based on the questionnaire filled by the students, the researcher could describe that the students response was varied (see appendix 3). However the researcher found that the students had some problems in learning writing recount text by using action feelings setting strategy of SMP Negeri 1 Semaka Tanggamus. It is looked from the data as follows:

The first point of questionnaire was to know the students' motivation and interest in learning recount text writing consisted of three questions. Here are the students' answer :

**Table 11**  
**Result of Questionnaire no 1 and 2**

No	Questionnaire	Respond	Total of the students
1	Do you like English lesson especially recount text?	Yes	14
		No	20
2	Your teacher have been applied AFS. What AFS strategy can help you in learning recount text writing?	Yes	13
		No	21
3	Do you difficulty to understand recount text writing by using AFS?	Yes	5
		No	29

From the table above it shows that most of the students thought that recount text writing using Action Feeling Setting strategy as difficult subject.

The second point of questionnaire was to know the students' problem in learning speaking consisted of six questions. Here was the students' answer :

**Table 12**  
**Result of Questionnaire no 3-5**

No	Questionnaire	Respond	Total of the students
4	Do you difficulty to use vocabulary in writing recount text?	Yes	30
		No	4
5	Do you difficulty to write vocabulary in English?	Yes	9
		No	25
6	Do you write recount text with use punctuation correctly?	Yes	33
		No	1
7	Do you difficulty to organization sentence in recount text writing?	Yes	27
		No	7
8	Do you difficulty to choose the word in recount text writing?	Yes	21
		No	13
9	Do you difficulty to use grammar in recount text writing?	Yes	23
		No	11
10	Do you difficulty to use capitalization in recoun text writing?	Yes	4
		No	30

From the table above, it shows most of the students answered ( yes ) for all the questions. Based on the data showing in the data reduction, this part of the data were going to be identified and displayed the result of students' problem in learning recount text writing through Action Feelings Setting strategy. Questionnaire was conducted to support the observation data. Based on the data of observation and questionnaire, the data displayed as follow:

Based on the data questionnaire field by the students, could be described that the students had problems in learning recount text writing through action feelings setting strategy. They are as follows:

- 1) The students still had mistake in grammar when they were made recount text.
- 2) The students difficulty in choose the word and confuse to implementation AFS in made recount text
- 3) The students' difficulty to organization their idea.
- 4) The students lack of vocabulary

### **3. Conclusion Drawing / Verification**

The discussion and findings were divided into three parts: the process of teaching learning recount text writing through action feelings setting strategy, the teacher problems in teaching recount text writing through action feelings setting strategy, and students' problems in learning recount text writing through action feelings setting strategy.

#### **a. Process of Teaching and Learning Recount Text Writing Through Action Feelings Setting Strategy**

Teaching and learning process was done on two meetings in class VIIIC. The material was recount text with the theme good experience and bad experience. The researcher employed observation checklist, interview and documentation to know the process during teaching and learning recount text writing by implementing Action Feelings Setting strategy. According the theory, there were ten steps in teaching

writing of recount text by using action feelings setting strategy. The researcher noted that the entire step was done by the teacher based on theory. In the first meeting and second meeting the teacher run the steps based on Mariam.

#### **b. Teacher's Problems in Teaching Recount Text Writing Through Action Feelings Setting Strategy**

Based on review of related to literature, there were some problems faced by the teacher. Those problems were over-crowded class, lack of competent teacher, faulty method of teaching, non-availability of good text-books, apathy to new techniques and procedure, inadequate provision of teaching aids.

Based on the result of interview and observation, it can be concluded that the problems faced by teacher in teaching writing especially recount text through action feelings setting strategy they are : the teacher had difficulties to calm and control such as a big class, the students quite be noisy and crowded, the teacher used the conventional teaching or technique during process of teaching learning in the class. And less of adequate provision of teaching aids.

#### **c. Students' Problems in Learning Recount Text Writing Through Action Feelings Setting Strategy.**

Based on review of related to literature, there were some problems faced by the students. The problems were capitalization problem, punctuation problem, inexplicitness, poor organization, or illogical sequence, spelling problem, and grammatical errors. As result of observation, the researcher found that the students

had difficulties in writing recount text because they had limited vocabulary, poor organization and grammatical error, so they could not develop the text well.

## **B. Discussion of Finding**

In this part, the researcher would like to discuss about the finding of the process teaching and learning recount text writing through action feelings setting strategy, the students' problem in learning recount text writing through action feelings setting strategy, the teacher problems in teaching recount text through action feelings setting strategy produced by the participant of eighth grade students of SMP Negeri 1 Semaka Tanggamus of the second semester in academic year 2015/2016 that had been observed.

### **1. Process of Teaching and Learning Recount Paragraph Writing by Using Action Feelings Setting Strategy**

The researcher employed an observation to know how the process of teaching and learning recount text writing through Action Feelings Setting strategy. This research was conducted twice including observing the teaching process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them. From the data gained through observation, the researcher assumed that the teaching and learning process especially in recount text writing through Action Feelings Setting strategy did not improve significantly. Because there were many obstacles faced by teacher and her students, it gave the big influence for teaching and learning process.

## **2. Teachers' Problems in Teaching Recount Text Writing Through Using Action Feelings Setting Strategy**

Based on review of related to literature, there were some problems faced by the teacher. Those problems were over-crowded class, lack of competent teacher, faulty method of teaching, non-availability of good text-books, apathy to new techniques and procedure, inadequate provision of teaching aids.

Based on the result of interview and observation, it can be concluded that the problems faced by teacher in teaching writing especially recount text through action feelings setting strategy they are : the teacher had difficulties to calm and control such as a big class, the students quite be noisy and crowded, the teacher used the conventional teaching or technique during process of teaching learning in the class. And less of adequate provision of teaching aids. The researcher also concluded that from the observation activity there was no problem appeared on the teacher's competence, because the teacher can run all the step well, it means that the teacher competence. It can be seen from how the way the teacher explain the material. The book that used by teacher was sub-standard book it can be concluded that the book that used by teacher is good.

## **3. Students' Problems in Learning Recount Text Writing by Using Action Feelings Setting Strategy**



The researcher employed a questionnaire to know the students' problem in learning recount text writing through action feelings setting. As result of observation, the researcher found that the students had difficulties in writing recount text because they had limited vocabulary, poor organization and grammatical error, so they could not develop the text well.

After the researcher has analyzed and found the finding of the research, hopefully the researcher tries to give contribution of the research to the teaching learning recount text through action feelings setting strategy for better way. The teaching and learning writing should be support by : (1) comfortable class. It means that the teacher and the students have to make the class condition pleasant. So, the teaching and learning process can be run well. (2) use the new technique and procedure in teaching writing. The teacher have to use the new technique and procedure because by apply the new technique can make the teaching and learning process enjoyable and interested. (3) adequate provision of teaching aids, the English teacher have to prepare the teaching aid because by preparing the teaching aids, it can help he/she in teaching his/her subject well. (4) in learning writing, the students' also need to learn vocabulary, organization of idea and text and then grammatical.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Having discussion the result of the research, it can be concluded that:

1. The process of teaching learning recount text writing through action feelings setting strategy was running well. It is good strategy which can be implemented in teaching learning English especially in writing. AFS was not only easy to be implemented by teacher and students, but also it can increase the student's motivation, interest, and participation in teaching learning process. Moreover, the students also showed an improvement in their writing ability of English. But in fact, the students' still look confused and were not active in the teaching and learning process.
2. The teacher's problems in teaching writing through action feelings setting strategy were difficulties to calm and control such as a big class, the students quite be noisy and crowded. The teacher used the conventional teaching or technique during process of teaching learning in the class. Furthermore, less of adequate provision of teaching aids.

3. The students' problems in learning recount text writing through action feelings setting strategy were the students are lack vocabulary, poor organization, spelling, grammar error and students' interest and motivation was low.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions, as follows:

### **1. Suggestion for the Teacher**

- a. The teacher should monitor the students' activity well to decrease the crowded classroom.
- b. The teacher should prepare the teaching aid in order to implementation of strategy running well and success
- c. The teacher should provide a new variety of technique, especially in teaching and learning recount text writing in order to make teaching learning process more interesting and attract the students in learning English

### **2. Suggestion for the Students**

- a. The students should be more manage time to learn and practice their English especially in writing
- b. The students should have more time to practice writing to think what will be written , do not felt shy and afraid of making mistake
- c. The students should expand on vocabulary, organization and grammar that can be easily used in their writing activity

### **3. Suggestion for the School**

The school should be provided some equipment to support the teacher and the students in teaching learning English. Example: Provide language laboratory.



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**TEACHING AND LEARNING RECOUNT TEXT WRITING  
THROUGH ACTION FEELINGS SETTING (A-F-S) STRATEGY  
AT THE SECOND SEMESTER OF THE EIGHTH GRADE  
OF SMP NEGERI 1 SEMAKA TANGGAMUS  
IN THE ACADEMIC YEAR OF 2015/2016**



**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

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THE STATE INSTITUTE OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2016**



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THE STATE INSTITUTE OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2016**

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## ABSTRACT

### TEACHING AND LEARNING RECOUNT TEXT WRITING THROUGH ACTION FEELINGS SETTING (A-F-S) STRATEGY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 1 SEMAKA TANGGAMUS IN THE ACADEMIC YEAR OF 2015/2016

By:

MEIVASARI

Writing is one of skills in English. It is often considered a difficult subject by the students. Some strategies are needed by the teacher to overcome writing difficulties. One of them is Action Feelings Setting Strategy. Furthermore, students often make mistake in writing text. The objectives of the research were to describe teaching and learning process recount text writing through action feelings setting strategy, to know teacher's problem in teaching recount text writing through action feelings setting strategy and to know students' problems in learning recount text through action feelings setting strategy at the second semester of the eighth grade of SMP Negeri 1 Semaka Tanggamus in the academic year of 2015/2016.

This research was a descriptive qualitative research. The subject of the research was the teacher and the students at the second semester of the eighth grade of SMP Negeri 1 Semaka Tanggamus. The researcher applied the purposive sampling technique to determine the sample. It means that the researcher chose and determined one class as class sample. Furthermore, the researcher chose class VIIIC for the reason that the students of this class had difficulties in mastering writing skill. The total number of the sample was 34 students. The researcher used triangulation method and longitudinal triangulation to collect the data. They were observation, interview and questionnaire for triangulation method. Researcher used longitudinal triangulation, because the researcher collected same data from the same group at the different time.

From the data analysis, the researcher found some problems in teaching and learning recount text writing through Action Feelings Setting strategy at the eighth grade of SMP Negeri 1 Semaka Tanggamus. Problems faced by the teacher in teaching recount text writing through Action Feelings Setting strategy were the teacher got difficulties to handle the crowded class, apathy teacher to new technique and inadequate provision of teaching aids. Problems faced by the students in learning recount text through Action Feelings Setting strategy were, they had difficulties in arranging recount text because they had limited vocabulary, poor organization, and grammatical error. Besides that, the students had low motivation in learning writing.

**Keyword:** Action Feelings Setting (AFS) Strategy, Writing, Recount Text.



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STRATEGY AT THE SECOND SEMESTER OF THE  
EIGHTH GRADE OF SMP N 1 SEMAKA  
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## DECLARATION

I hereby declare that this thesis entitled: “Teaching and Learning Recount Paragraph Writing Through Action Feelings Setting (A-F-S) Strategy at the Second Semester of the Eighth Grade of SMP Negeri 1 Semaka Tanggamus in The Academic Year of 2015/216” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 2016  
The researcher

MEIVASARI

## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Allah SWT said: “Who taught human by the pen, taught human that which they knew not”

(Al-Alaq : 4-5)<sup>1</sup>

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<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, India: New Johar Office Printer, 2006, p.1304

## DEDICATION

Praises and gratitude to Allah SWT for abundant blessing to me, and from my deep of heart and great love, this thesis is dedicated to:

1. The greatest inspiration in my life, who is my beloved father Mr. Suradi and mother Mrs. Lasiyem, who have given inspirations, pray, love, and support for me.
2. My beloved sister Yeni Kurnia Sari, who have motivated and prayed for me.
3. My beloved friends ( Panggih Darmawan, Rohana Rika Rizqiawati, Isnaini Setia Oktaviatun, Yusni Asih, Grasela Intan Pertiwi, Anis Kurlillah, Evi Fitria, dan Hasna Wani) who always give me support and motivation
4. My beloved lecturers and Almamater IAIN Raden Intan Lampung, who have made me grow up and have contributed much for self-development.



## **CURRICULUM VITAE**

The researcher's name is Meivasari. She was born in Sukaraja Semaka Tanggamus, on May 27<sup>th</sup>, 1994. She is the first child of two children of a lovely couple Mr. Suradi and Mrs. Lasiyem.

The researcher started her formal study from SDN 2 Sukaraja in 2000 and graduated in 2006. She continued her study to SMP N 1 Semaka Tanggamus and graduated in 2009. After that, the researcher continued to SMA Perintis 2 Bandar Lampung and graduated in 2012. Then, in the same year she continued to study in English Education Program of Tarbiyah and Teacher Training Faculty of the State Institute of Islamic Studies Raden Intan Lampung.

During the researcher studied in IAIN Raden Intan Lampung, the researcher followed some organizations, they were: UKM Bahasa and Bapinda.

## ACKNOWLEDGEMENT

Praise to be Allah the most glorified and the most exalted for his mercy and blessing, so that this thesis entitled “Teaching and Learning Recount Text Writing Through Action Feelings Setting (A-F-S) Strategy At the Second Semester Of the Eighth Grade Of SMP Negeri 1 Semaka Tanggamus in the Academic Year Of 2015/2016 “can be completely finished. This thesis is also written as a part of the requirements of S-1 Degree in the English Education Study Program IAIN Raden Intan Lampung.

In accomplishing this thesis, the researcher has received a lot of valuable help and guidance from many sides. Here the writer would like to express her deep gratitude to:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty IAIN Raden Intan Lampung.
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3. Dewi Kurniawati, M.Pd, the Co-Advisor who has given guidance and supervision especially in correcting this thesis.
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8. The last, all friends of the English Department of IAIN Raden Intan Lampung. Especially beloved friends of class D, then all of my best friends who always give suggestion and spirit in writing this research.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comment and criticism for the improvement of this thesis are always open-heartedly welcome and the researcher hopes that this thesis will be useful for the readers.

Bandar Lampung,        2016  
The Researcher

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## Appendix 1

### OBSERVATION CHECKLIST

Observer : Researcher

Class : VIII C

Place : SMP Negeri 1 Semaka Tanggamus

Day/Date : Saturday, February 27<sup>th</sup> 2016

#### First Meeting

Components of Observation	Ceklist		Explanation
	Yes	No	
<b>a. Pre activity</b> 1. The teacher starts the class	✓		Teacher greeted to the students, some of them responded loudly to show their enthusiasm and few of them responded calmly.
2. The teacher check the students' attendance list	✓		Teacher checked the students' attendance list before starting the lesson
3. The teacher prepares the AFS strategy and explains to the students about the material that will be taught	✓		Teacher prepared the material before taught for teaching and learning recount text through AFS strategy in the class
<b>b. While activity</b> 4. The teacher explains about recount text	✓		Teacher had prepared the material of recount text, discussed about the theme, topic, and generic structure of recount text. The teacher gave the theme about good experience for the students.
5. The teacher explains about action feelings setting strategy	✓		After explained about recount text, the teacher gave explanation about AFS. Teacher explained the



			strategy one by one. And the teacher introduced some vocabularies, sentence about AFS and gave example.
6. The teacher asks the students to make recount text	✓		The teacher asked the students to make recount text. Before that, the teacher was explain about the theme.
7. The teachers guides students to choose a scene from their story which will be written the first by them	✓		The teacher guided students to chose topic based on their good experience. And the teacher gave guided to made sentence in action.
8. The teacher guides again the students to express their idea, beginning from the action. Describe what is happening. A sentence or two about the main action is all you really need.	✓		The teacher guided students to express idea in recount text. The teacher guided the students make sentence or describe based on their story and suitable in action.
9. The secondly is feelings. Describe the feelings of the important people in this scene. Feel what they are feeling and why they feel that way.	✓		After the teacher guided about action. The teacher guided the students to describe and made sentence about feelings.
10. And the last is setting. Tell where and when this taking place, also include a detail or two that tells something interesting about what led up to this situation.	✓		The teacher explanation about setting before she asked students to continue their text. The teacher guided the students to continue their text. and detail tell about place and situation in their story
11. The teacher gives time to finish	✓		The teacher gave students to finish text recount
12. The teacher and the students together check the exercise	✓		After the students completed their tex. Teacher and students checked their text together.
<b>c. Post activity</b>	✓		In post activity, the teacher

13. The teacher gives feedback for the students			gave feedback for the students.
<b>Teachers' problems</b>		✓	
14. The teacher able to control the class			The teacher cannot control the class well, because some of the students were busy with their own work
15. The teacher apply the ten steps of AFS	✓		The teacher applied all the thirteenn step one by one in the class.
16. The teacher capable to deliver the lesson	✓		The teacher can deliver the lesson better
17. The teacher not use conventional technique		✓	The teacher used the conventional teaching method or technique during process of teaching learning in the class
18. The teacher use sub-standard book	✓		The teacher used sub-standard book. The book that used by the teacher was LKS. The book was good enough to use in teaching learning process.
19. The teacher used media in teaching		✓	The teacher used whiteboard to explained in process teaching and learning
<b>Students' problems</b>			
20. Very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of time	✓		Students got difficulties in writing. They spent a lot of time to write the text
21. They cannot concern in one idea or organizing their sentence structure, event their vocabulary is very limited, if the teacher can occasionally type out a students' work it really does help those who are struggling with the mechanics of writing.	✓		Students got difficulties in making text. Because, they had limited vocabulary. They were still confused to organize their sentence structure
22. Using capital letters incorrectly. Many students' used capital letters instead of small letters.		✓	In teaching learning process, students wrote recount text used capital

			letters correctly.
23. Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks.		✓	The students had done understanding to use punctuation marks in text especially recount text.
24. Inexplicitness or fuzziness, writing features which are necessary in order to help the readers to understand the intended meaning was inadequately used.	✓		The students had difficulties in arranging the relationship of elements within and across the sentence of recount text were not effectively exploited
25. Grammatical errors	✓		They had mistake in their language use in arrange text of recount.

## Appendix 2

### OBSERVATION CHECKLIST

Observer : Researcher

Class : VIII C

Place : SMP Negeri 1 Semaka Tanggamus

Day/Date : Monday, February 29<sup>th</sup> 2016

#### Second Meeting

Components of Observation	Ceklist		Explanation
	Yes	No	
<b>a. Pre activity</b>			
1. The teacher starts the class	✓		Teacher greeted to the students, some of them responded loudly to show their enthusiasm and few of them responded calmly.
2. The teacher check the students' attendance list	✓		Teacher checked the students' attendance list before starting the lesson
3. The teacher prepares the AFS strategy and explains to the students about the material that will be taught	✓		Teacher prepared the material before taught for teaching and learning recount text through AFS

			strategy in the class
<b>b. While activity</b> 4. The teacher explains about recount text	✓		Teacher had review the material of recount text, discussed about the theme, topic, and generic structure of recount text. in this meeting the teacher gave the theme about bad experience
5. The teacher explains about action feelings setting strategy	✓		The teacher gave review about the materials before and gave explanation about AFS. The teacher gave explanation one by one.
6. The teacher asks the students to make recount text	✓		The teacher asked the students make recount text based on their bad experience.
7. The teachers guides students to choose a scene from their story which will be written the first by them	✓		The teacher guided students to chose topic based on their good experience. And the teacher gave guided in made sentence in action.
8. The teacher guides again the students to express their idea, beginning from the action. Describe what is happening. A sentence or two about the main action is all you really need.	✓		The teacher guided students to express idea in recount text. The teacher guided the students make sentence or describe based on their story and suitable in action.
9. The secondly is feelings. Describe the feelings of the important people in this scene. Feel what they are feeling and why they feel that way.	✓		After the teacher guided about action. The teacher guided the students to describe and made sentence about feelings.
10. And the last is setting. Tell where and when this taking place, also include a detail or two that tells something interesting about what led up to this situation.	✓		The teacher explanation about setting before she asked students to continue their text. The teacher guided the students to continue their text. and detail tell about place and situation in their

			story
11. The teacher gives time to finish	✓		The teacher gave students to finish text recount
12. The teacher and the students together check the exercise	✓		After the students completed their tex. Teacher and students checked their text together.
<b>c. Post activity</b> 13. The teacher gives feedback for the students	✓		In post activity, the teacher gave feedback for the students.
<b>Teachers' problems</b> 14. The teacher able to control the class		✓	The teacher cannot control the class well, because some of the students were busy with their own work
15. The teacher apply the ten steps of AFS	✓		The teacher applied all the thirtenn step one by one in the class.
16. The teacher capable to deliver the lesson	✓		The teacher can deliver the lesson better
17. The teacher not use conventional technique		✓	The teacher used the conventional teaching method or technique during process of teaching learning in the class
18. The teacher use sub-standard book	✓		The teacher used sub-standard book. The book that used by the teacher was LKS. The book was good enough to use in teaching learning process.
19. The teacher used media in teaching		✓	The teacher used whiteboard to explained in process teaching and learning
<b>Students' problems</b> 20. Very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of time	✓		Students got difficulties in writing. They spent a lot of time to write the text
21. They cannot concern in one idea or organizing their sentence structure, event their vocabulary is	✓		Students got difficulties in making text. Because, they had limited vocabulary.

very limited, if the teacher can occasionally type out a students' work it really does help those who are struggling with the mechanics of writing.			They were still confused to organize their sentence structure
22. Using capital letters incorrectly. Many students' used capital letters instead of small letters.		✓	In teaching learning process, students wrote recount text used capital letters correctly.
23. Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks.		✓	The students had done understanding to use punctuation marks in text especially recount text.
24. Inexplicitness or fuzziness, writing features which are necessary in order to help the readers to understand the intended meaning was inadequately used.	✓		The students had difficulties in arranging the relationship of elements within and across the sentence of recount text were not effectively exploited
25. Grammatical errors	✓		They had mistake in their language use in arrange text of recount.

### Appendix 3

#### Interview Transcript

1. Do you motivate the students before opening the class?  
Answer: Yes, I gave motivation to the students by giving words that make the students motivated.
2. How do you evaluate the students?  
Answer: I evaluated my students by giving a task and homework. So, I could show the students' progress.
3. You had used Action Feelings Setting as Strategy. Is Action Feelings Setting Strategy can improve the students' recount text writing?  
Answer: Yes, AFS is simple strategy and easy to applied. But, some of students' had difficult in applied it
4. What the difficulties that faced students in learning writing by using action feelings setting strategy?  
Answer: I thought that the students got difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. they could not translate the words and also they had lack of vocabulary.
5. Do you had some experience in teaching writing by using some strategy?  
Answer: Yes, I had some experience in teaching writing by using strategy. But, during I taught English especially writing I used AFS strategy. Because, this strategy is the easier strategy to be implemented.
6. From those ten steps in action feelings setting, which one the step that most difficult for you?  
Answer: I thought that there was no steps that difficult for me to implement it.
7. How do you get the material to teaching writing?  
Answer: I got it from the syllabus, then found the medias by english book (LKS), and internet to support it.
8. Do you had some media to teach recount text writing through action feeling setting strategy?



Answer : Not really. I used media whiteboard and I wrote the material then, I explained it

9. Can you control the class well?

Answer: Not really. Sometimes, i got difficulties in controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy.

10. Do you always use the suitable method in teaching and learning process?

Answer: Yes I always use the different method in teaching and learning process. The method that used based on the material.



## Appendix 4

### QUESTIONNAIRE

Responden : Siswa/Siswi

Nama :

Kelas :

Tempat : SMP Negeri 1 Semaka Tanggamus

1. Apakah kalian menyukai pelajaran recount text?

A. Ya

B. Tidak

2. Guru anda telah menggunakan AFS. Apakah dengan AFS (Action Feelings Setting) strategi dapat membantu anda belajar recount text?

A. Ya

B. Tidak

3. Apakah pembelajaran recount text writing dengan menggunakan Action Feelings Setting Strategy mudah dipahami?

A. Ya

B. Tidak

4. Apakah anda mengalami kesulitan dalam menggunakan kosakata ketika menulis recount text?

A. Ya B. Tidak

5. Apakah anda mengalami kesulitan dalam menulis kosakata bahasa inggris?

B. Ya B. Tidak

6. Apakah anda menulis recount text dengan menggunakan tanda baca yang baik dan benar?

A. Ya B. Tidak

7. Apakah anda kesulitan dalam menyusun kalimat dalam menulis recount text?

A. Ya B. Tidak

8. Apakah anda mengalami kesulitan dalam pemilihan kata saat membuat recount text?

A. Ya B. Tidak

9. Apakah anda sering membuat kesalahan tata bahasa ketika membuat recount text?

A. Ya B. Tidak

10. Apakah anda sering mengalami kesalahan dalam penulisan recount text menggunakan huruf capital yang sesuai?

A. Ya B. Tidak

**Appendix 5****NAME OF VIIIC STUDENTS**

<b>No</b>	<b>Name</b>
1	Appriza Tri Astuti
2	Arki Kurniawan
3	Dani Ramadhan
4	David Angga Saputra
5	Deva
6	Destriyana

7	Dika Rahman
8	Diva Zahratul Nisa
9	Erika Sari
10	Ferly Kintono
11	Fita Nurmala
12	Gerti Arsi LupitasariGilang Aji Pertama
13	Gilang Aji Pertama
14	Indah Prmatasari
15	Khairul Basar
16	Kiki Fazlihi Janah
17	Maisya Nurhidayati
18	M.Risqi Ferdian
19	Nindi Aprinda Amelia
20	Nurlailatus Wulandari
21	Rahmad Aji Saputra
22	Rika Anggraini
23	Roli Agusman
24	Rukhyatul Khasanah
25	Sania Usdayanti
26	Suryani Munawaroh
27	Tiara Saputri

28	Ulli Mayasari
29	Wahyuni Putri
30	Wahyu Nurhayati
31	Winawati Rukmanadewi
32	Yeni Anggria
33	Yusuf Ramadhan
34	Zulyaden

#### **A. The Location of SMP Negeri 1 Semaka Tanggamus**

SMP Negeri 1 Semaka Tanggamus is located on Jl. Taman Nasional No.123 Semaka Tanggamus. This school was established in 23 December 1985, at that time as SLTP Negeri 1 Wonosobo. In 1986 the name was changed as SLTP Negeri 2 Wonosobo. And for the last become SMP Negeri 1 Semaka

Teaching and learning activities in SMPN 1 Semaka were done in the morning starting at 07.00 to 12.30, except Friday to 11.00 and Saturday to 12.00. The situation of SMPN 1 Semaka is discipline because the school tries to increase the

students' knowledge, technology, attitude, faithful to the God who is the great one, and also beneficial in the society.

The school has 18 classes. The class level begin from seventh grade to ninth grade. The total number of the teachers who teach there are 44 teachers, and the total number of students are 607 students.

Since establishment up to now, SMPN 1 Semaka has been led by several principals.

The following consecutive names of principals and their mandates are as follows:

1. Sofyan R.G. ( 1 january 1986 - 30 october 1987)
2. Haryata ( 1 november 1987 - 02 march 1998)
3. Daliman ( 1 november 1999 - 10 november 2005)
4. Drs. Heri Iswahyudi, M.Ag. ( 11 november 2005 – 03 maret 2008)
5. Wardaya, S.Pd. ( 06 october 2008 – 23 july 2013)
6. Santoso, S.pd. ( 23 july 2013 – now)

### 1. The Number of Students

SMP Negeri 1 Semaka Tanggamus has the total number of students are 607 students.

The detail in following table:

**Table 6**  
**Number of Students in SMP Negeri 1 Semaka Tanggamus**

No.	Class	Male	Female	Total Score
1.	VII	76	130	206
2.	VIII	83	118	201
3.	IX	90	110	200
<b>Total</b>		<b>249</b>	<b>358</b>	<b>607</b>

*Source: Documentation of SMP Negeri 1 Semaka Tanggamus*

## **2. The Building and Rooms of SMP Negeri 1 Semaka Tanggamus**

To support the teaching and learning process activity, SMPN 1 Semaka has some classes and rooms. They are described on the following table:

**Table 7**  
**The Total Rooms of SMP Negeri 1 Semaka Tanggamus**

<b>No</b>	<b>Kind of Rooms</b>	<b>Total Room</b>
1	Headmaster's Room	1
2	Administration's Room	1
3	Teacher's Room	1
4	Living Room	1
5	BK Room	1
6	UKS Room	1
7	Library	1
8	Computer Laboratory	1
9	Mosque	1
10	Canteen	3
11	Toilet Teachers	5
12	Toilet Students	22
13	OSIS Room	1
14	Volleyball Court	1
15	Football Court	1
16	Basketball Court	1



17	Cooperative School	1
18	Language laboratory	1

*Source : Documentation of SMP Negeri 1 Semaka Tanggamus*

Based on table 6, SMP Negeri 1 Semaka Tanggamus there are some facilities can help students and teachers in teaching and learning process, especially in English subject. Language laboratory and computer laboratory are able to support in teaching and learning process.

 pdfelement

What method do you usually use in teaching English?

1. How do you apply that method in the class?
2. What was your preparation before entering the class?
3. How is the student's score in learning recount text?
4. How do the students feel when they are learning recount text through Action Feelings Setting strategy?
5. What is your opinion about Action Feelings Setting strategy?
6. What are the difficulties that students' mostly face in learning recount text?
7. What is your problem in teaching recount text through Action Feelings Setting strategy?
8. Do you have any solutions in order to handle the students?

**Teacher's problems**

Teacher considers how close they want to be to the students they are working with.

Teacher works with students is matter appropriacy.

Teacher tends to spend most of their class time in one place at the front of that class, for example, or to the side, or in the middle.

Teacher has to be aware of what students are going and, where possible, how they are feeling.

Teacher tries to get this balance between audibility and volume just right.

Teacher varies the quality of their voice and the volume they speak at depending on the type of lesson and the type of activity.

**Students' problems**

In writing, they cannot make the same use of body language, intonation, tone, eye contact, and all the other features which help them to convey meaning when they talk.

Very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of time.

They cannot concern in one idea or organizing their sentence structure, event their vocabulary is very limited, if the teachers can occasionally type out a students' work it really does help those who are struggling with the mechanics of writing.

Hand writing, grammar, spelling and pronunciation are often given priority over content. If the teachers try to make children's writing meaningful from the start, with the emphasis on content, then errors can be gently corrected and re-written in cooperation with the teachers.

Using capital letters correctly is a writing norm which is required in all language. Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation mark. Inappropriately.

Inexplicitness or fuzziness, writing features which are necessary in order to help the readers to understand the intended meaning was inadequately used.

Poor organization or illogical sequence of paragraph.

Grammatical errors

## Appendix

### Lesson Plan for Experimental Class

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL CLASS

Nama Sekolah : SMP Negeri 1 Semaka Tanggamus  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/2  
Alokasi Waktu : 2 x 40 menit  
Topik Pembelajaran : Teks *Recount*  
Pertemuan ke- : 1

#### A. Standar Kompetensi

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

#### B. Kompetensi Dasar

12.2 Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

#### C. Indikator Pencapaian Kompetensi

1. Memahami pengertian teks *recount*.
2. Mengidentifikasi struktur teks dan unsur kebahasaan dari sebuah teks *recount*.
3. Berlatih menulis mandiri teks sederhana berbentuk *recount*.

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran diharapkan siswa mampu:

1. Siswa memahami pengertian teks *recount*.
2. Siswa mampu mengidentifikasi struktur teks dan unsur kebahasaan dari sebuah teks *recount*.
3. Siswa mampu menulis mandiri teks sederhana berbentuk *recount*.

#### E. Materi Pembelajaran

##### • Recount Text

1. Definition : recount text is a kind of text that used to tell activities or events in the past which have purpose to amuse to the reader
2. Generic Structure
  - a. Orientation : provides the setting and introduce participants are,

- who when, and where the story takes place.
- b. Events** : tell what happened, in what sequence.
  - c. Re-orientation** : optional-closure of events.
3. Grammatical Features
- a. Use spesific participants. (e.g a I, we, my friend, my mother).
  - b. Use of the past tense. (e.g Last week, I decided to spend my time in Paris).
  - c. The use of action verbs in past tense. (e.g went, saw, spoke, met)
  - d. Use of temporal and addictive conjunction to connect the messages of clauses and help make the text cohesive. (e.g when, after, before, during, or conjunction such as first, next, then).
4. Example of Recount Text:

My Holiday	
Orientation	<p>{ Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there.</p>
Events	<p>{ After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.</p> <p>{ Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.</p>
Re-orientation	<p>{ When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.</p>

#### F. Metode Pembelajaran/Strategy

- Action Feelings Setting (AFS) Strategy is strategy to teaching writing. Action is about doing something by energy. Feelings about nature sense of person. Setting is place where and when the situation was set.

### G. Langkah- langkah Kegiatan Pembelajaran

No	Deskripsi Kegiatan	Alokasi Waktu
1	<p><b>Kegiatan awal (Tahap stimulasi)</b></p> <ul style="list-style-type: none"> <li>• Guru masuk kelas, mengucapkan salam dengan ramah kepada siswa dan menyapa siswa dengan menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama. Example : “Good Morning”</li> <li>• Guru memberikan instruksi untuk berdoa terlebih dahulu sebelum kegiatan pembelajaran di mulai, berdoa menurut Agama, Keyakinan, dan Kepercayaan masing-masing para siswa.</li> <li>• Guru mengecek kehadiran para siswa.</li> <li>• Guru menyampaikan kegiatan yang akan dilakukan hari ini dan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi dasar dan tujuan yang akan dicapai.</li> </ul>	10
2	<p><b>Kegiatan Inti</b></p> <p><b>1. Explorasi</b></p> <p><b>a. Untuk Guru:</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan pengertian teks <i>recount</i> dan memberikan penjelasan dari generic structure dan grammatical features yang ada dalam teks <i>recount</i>.</li> <li>• Guru mengenalkan dan menjelaskan pengertian Action Feelings Setting (AFS) Strategy.</li> </ul> <p><b>b. Untuk Siswa:</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca dan memahami pengertian teks <i>recount</i>, serta generic structure dan grammatical features yang ada dalam teks <i>recount</i>.</li> <li>• Siswa membaca dan memahami pengertian Action Feelings Setting (AFS) Strategy.</li> </ul> <p><b>2. Elaborasi</b></p> <p><b>a. Untuk Guru:</b></p> <ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk memberikan contoh teks <i>recount</i> dengan mengaitkan pengalaman siswa.</li> <li>• Guru mengajak siswa untuk memahami contoh tersebut dengan mengaitkan Action Feelings Setting (AFS) Strategy.</li> </ul> <p><b>b. Untuk Siswa:</b></p> <ul style="list-style-type: none"> <li>• Siswa memberikan contoh sederhana dari teks <i>recount</i> dan bersama dengan guru menarik kesimpulan dari contoh tersebut.</li> <li>• Siswa memahami Action Feelings Setting (AFS) Strategy kembali dengan contoh <i>recount</i> teks tersebut.</li> </ul>	60

	<b>3. Konfirmasi</b> <b>a. Untuk Guru:</b> <ul style="list-style-type: none"> <li>Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan atas hasil kerja siswa dan mengonfirmasi, sebagai narasumber dan fasilitator.</li> </ul> <b>b. Untuk Siswa:</b> <ul style="list-style-type: none"> <li>Siswa merefleksikan (mengonfirmasi) pengalaman belajarnya dengan mengajukan pertanyaan dan pendapat.</li> </ul>	
<b>3</b>	<b>Kegiatan Akhir ( Penutup)</b> <ul style="list-style-type: none"> <li>Siswa dan guru melakukan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan menyampaikan salam penutup.</li> </ul>	<b>10</b>

#### H. Media/Sumber Pelajaran

1. *White board, board marke, Dictionary*
2. Teks yang berhubungan dengan *teks recount*
3. Sumber: Buku/ materi yang relevan
4. Action Feelings Setting (AFS) Strategy

#### I. Penilaian

1. Teknik : Tes Tertulis
2. Bentuk : Menulis teks
3. Instrumen : Write a recount text with your own consist of 75-100 words
4. Pedoman Penilaian

Aspek	Deskripsi	Skor
<i>Content</i>	Isi sesuai dengan tujuan	30
<i>Organization</i>	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
<i>Vocabulary</i>	Ketepatan penggunaan kosa kata.	20
<i>Language Use</i>	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	25
<i>Mechanics</i>	Ketepatan tanda baca dan ejaan.	5
	<b>Total</b>	<b>100</b>



**Bandar Lampung,**

**2015**

**Mengetahui,  
Guru Bahasa Inggris**

**Mahasiswa Peneliti**

**Nurhayati, M.Pd  
NUPTK. 8449765665300012**

**Repika Ayu Selvia  
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**Menyetujui,  
Kepala SMP Nusantara Bandar Lampung**

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NUPTK. 3450 7516 5220 000**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL CLASS

Nama Sekolah : SMP Negeri 1 Semaka Tanggamus  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/2  
Alokasi Waktu : 2 x 40 menit  
Topik Pembelajaran : Teks *Recount*  
Pertemuan ke- : 2

### A. Standar Kompetensi

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar

12.2 Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

### C. Indikator Pencapaian Kompetensi

1. Memahami pengertian teks *recount*.
2. Mengidentifikasi struktur teks dan unsur kebahasaan dari sebuah teks *recount*.
3. Berlatih menulis mandiri teks sederhana berbentuk *recount*.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran diharapkan siswa mampu:

1. Siswa memahami pengertian teks *recount*.
2. Siswa mampu mengidentifikasi struktur teks dan unsur kebahasaan dari sebuah teks *recount*.
3. Siswa mampu menulis mandiri teks sederhana berbentuk *recount*.

### E. Materi Pembelajaran

#### • Recount Text

1. Definition : recount text is a kind of text that used to tell activities or events in the past which have purpose to amuse to the reader
2. Generic Structure
  - a. Orientation : provides the setting and introduce participants are, who when, and where the story takes place.

**b. Events** : tell what happened, in what sequence.

**c. Re-orientation** : optional-closure of events.

### 3. Grammatical Features

e. Use spesific participants. (e.g a I, we, my friend, my mother).

f. Use of the past tense. (e.g Last week, I decided to spend my time in Paris).

g. The use of action verbs in past tense. (e.g went, saw, spoke, met)

h. Use of temporal and addictive conjunction to connect the messages of clauses and help make the text cohesive. (e.g when, after, before, during, or conjunction such as first, next, then).

### 4. Example of Recount Text:

My sad experience	
Orientation	one day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.
Events	<p>He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride motorcycle." Yes, I can"</p> <p>One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.</p>
Re-orientation	After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

### F. Metode Pembelajaran/Strategy

- Action Feelings Setting (AFS) Strategy is strategy to teaching writing. Action is about doing something by energy. Feelings about nature sense of person. Setting is place where and when the situation was set.

### G. Langkah- langkah Kegiatan Pembelajaran

No	Deskripsi Kegiatan	Alokasi Waktu
1	<p><b>Kegiatan awal (Tahap stimulasi)</b></p> <ul style="list-style-type: none"> <li>• Guru masuk kelas, mengucapkan salam dengan ramah kepada siswa dan menyapa siswa dengan menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama. Example : “Good Morning”</li> <li>• Guru memberikan instruksi untuk berdoa terlebih dahulu sebelum kegiatan pembelajaran di mulai, berdoa menurut Agama, Keyakinan, dan Kepercayaan masing-masing para siswa.</li> <li>• Guru mengecek kehadiran para siswa.</li> <li>• Guru menyampaikan kegiatan yang akan dilakukan hari ini dan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi dasar dan tujuan yang akan dicapai.</li> </ul>	10
2	<p><b>Kegiatan Inti</b></p> <p><b>4. Explorasi</b></p> <p><b>c. Untuk Guru:</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan pengertian teks <i>recount</i> dan memberikan penjelasan dari generic structure dan grammatical features yang ada dalam teks <i>recount</i>.</li> <li>• Guru mengenalkan dan menjelaskan pengertian Action Feelings Setting (AFS) Strategy.</li> </ul> <p><b>d. Untuk Siswa:</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca dan memahami pengertian teks <i>recount</i>, serta generic structure dan grammatical features yang ada dalam teks <i>recount</i>.</li> <li>• Siswa membaca dan memahami pengertian Action Feelings Setting (AFS) Strategy.</li> </ul> <p><b>5. Elaborasi</b></p> <p><b>b. Untuk Guru:</b></p> <ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk memberikan contoh teks <i>recount</i> dengan mengaitkan pengalaman siswa.</li> <li>• Guru mengajak siswa untuk memahami contoh tersebut dengan mengaitkan Action Feelings Setting (AFS) Strategy.</li> </ul> <p><b>c. Untuk Siswa:</b></p> <ul style="list-style-type: none"> <li>• Siswa memberikan contoh sederhana dari teks <i>recount</i> dan bersama dengan guru menarik kesimpulan dari contoh tersebut.</li> <li>• Siswa memahami Action Feelings Setting (AFS) Strategy kembali dengan contoh <i>recount teks</i> tersbut.</li> </ul>	60

	<b>6. Konfirmasi</b> <b>c. Untuk Guru:</b> <ul style="list-style-type: none"> <li>Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan atas hasil kerja siswa dan mengonfirmasi, sebagai narasumber dan fasilitator.</li> </ul> <b>d. Untuk Siswa:</b> <ul style="list-style-type: none"> <li>Siswa merefleksikan (mengonfirmasi) pengalaman belajarnya dengan mengajukan pertanyaan dan pendapat.</li> </ul>	
<b>3</b>	<b>Kegiatan Akhir ( Penutup)</b> <ul style="list-style-type: none"> <li>Siswa dan guru melakukan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan menyampaikan salam penutup.</li> </ul>	<b>10</b>

## H. Media/Sumber Pelajaran

1. *White board, board marke, Dictionary*
2. Teks yang berhubungan dengan *teks recount*
3. Sumber: Buku/ materi yang relevan
4. Action Feelings Setting (AFS) Strategy

### 1. Penilaian

2. Teknik : Tes Tertulis
3. Bentuk : Menulis teks
4. Instrumen : Write a recount text with your own consist of 75-100 words
5. Pedoman Penilaian

Aspek	Deskripsi	Skor
<i>Content</i>	Isi sesuai dengan tujuan	30
<i>Organization</i>	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
<i>Vocabulary</i>	Ketepatan penggunaan kosa kata.	20
<i>Language Use</i>	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	25
<i>Mechanics</i>	Ketepatan tanda baca dan ejaan.	5
	<b>Total</b>	<b>100</b>

**Bandar Lampung,**

**2015**

**Mengetahui,  
Guru Bahasa Inggris**

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## Appendix 4

### Syllabus

#### SILABUS PEMBELAJARAN

**Sekolah** : SMP Negeri 1 Semaka Tanggamus  
**Kelas** : VIII C  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 2 (Dua)  
**Standar Kompetensi** : Menulis

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara	1. Teks fungsional : - Notices - iklan  2. Tata bahasa - Imperratives - Getting attention - Comparison  3. Kosa kata	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi  2. Menulis kalimat sederhana untuk -	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis        Product	Essay   Completion   Penugasan	1. Write sentences based on the situation given.  2. Complete the text using suitable word/words.  3. Write notices related to	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Kata terkait tema dan jenis teks	memberi himbauan / peringatan				<i>certain places</i>		
	4. Tanda baca, Spelling	- mengiklan-kan sesuatu				4. Write an advertisement promoting a certain product.		
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan	1. Teks Essai <i>narrative / recount</i>	3. Melengkapi teks fungsional pendek	Menulis teks pendek dan sederhana dalam bentuk recount / narrative dengan langkah retorika yang benar	Tes tertulis	Uraian		8 x 40 menit	1. Buku teks yang relevan
	2. Ciri kebahasaan teks <i>narrative / recount</i>	4. Menulis teks fungsional pendek						2. Buku cerita bahasa Inggris
	3. Langkah retorika teks <i>narrative / recount</i>	1. Review ciri kebahasaan teks <i>narrative / recount</i>				Write a short recount/narrative text based on:		3. Gambar - gambar terkait cerita
	4. Tata bahasa	2. Membuat kalimat sederhana terkait teks <i>narrative / recount</i>				a. Your experience happend to you		
	- Simple past					b. The story You have ever read		
	- Past continuous			Proyek	Penugasan			



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	5. Kosakata - Kata terkait tema dan jenis teks 6. Tandabaca, spelling	3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> 4. Membuat draft teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding				c. <i>Series of pictures given.</i>  <i>Find 5 short texts of recount or narratives and expose them.</i>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

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